



External evaluation



# Development of a short Training Course on Gender and Climate Change



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The authors' views expressed in this report do not necessarily reflect the views of the GEST programme.

Cover photos (from above):

Training session in Lira, July 2012 (Jón Geir Pétursson)

Tree planting program in Ngali Secondary School, Oyam district (Erla Hlín Hjálmarsdóttir)

Course participant field trip: tree stoves in Lira district (Jón Geir Pétursson)

Course participant in Bududa district answers evaluation questionnaire (Erla Hlín Hjálmarsdóttir)

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## LIST OF ABBREVIATIONS

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CBO	– Community Based Organization
CC	– Climate Change
CCU	– Climate Change Unit
CDT	– Course Development Team
COP18	– 18 <sup>th</sup> Conference of the Parties [to the UNFCCC]
CSOs	– Civil Society Organizations
DDP	– District Development
G&CC	– Gender and climate change
GEF	– Global Environment Facility
GEST	– Gender Equality Studies Training Programme
GHG	– Greenhouse gas
GIZ	– Deutsche Gesellschaft für Internationale Zusammenarbeit, the German Society for International Cooperation
GoU	– Government of Uganda
ICEIDA	– Icelandic Development Agency
INC	– Initial National Communication
LDC	– Least developed countries
M&E	– Monitoring and evaluation
MFA	– Ministry for Foreign Affairs
MGLSD	– Ministry of Gender, Labour and Social Development
MoU	– Memorandum of Understanding
MW&E	– Ministry of Water and Environment
NAPA	– National Adaption Programme of Action
NDP	– National Development Plan
NGO	– Non-governmental organization
OECD-DAC	– Organisation for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC)
PD	– Project Document
RBM	– Results Based Management
TOR	– Terms of Reference
UGX	– Ugandan shilling
UNDP	– United Nations Development Programme
UNEG	– United Nations Evaluation Group (UNEG)
UNFCCC	– United Nations Framework Convention on Climate Change

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The team is grateful to GEST, CCU and their partners for readily availing the necessary information and documents. The individuals and groups met in the course of the field trips painted a vivid picture of the short course in practice. The team would like to thank them for freely sharing their experiences of the course and what has happened after. Last, but not least, the team commends the GEST programme and its partners for entrusting it with the responsibility of undertaking this evaluation.

While appreciating the insights and valuable contributions received in the course of this evaluation, the evaluation team takes full responsibility for the analysis and opinions expressed in this report.

# EXECUTIVE SUMMARY

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## *Introduction*

The short course on Gender and Climate Change (G&CC) was designed to fill the gap between the acknowledgement that, on one hand, climate change has gender specific effects and impacts, and the importance of adopting a gender approach to finding solutions to the causes and effects of climate change, on the other. The main intention of the short course, therefore, is to provide a comprehensive link between gender and climate change and to advance gender responsive policy and practice when addressing the challenges of climate change.

The overall objective of the short training course was to build knowledge and understanding of the causes of climate change and its impacts on development and gender relations in Uganda on one hand; and, to build local capacity in Uganda to design and implement gender-responsive climate change policies, strategies and programmes by using analytical and critical thinking skills on the other.

In terms of approach, the course was conceived as part of a wider partnership between the Government of Uganda (GoU) and Gender Equality and Training Program (GEST) at the University of Iceland, the Norwegian Embassy in Uganda, the Icelandic Development Agency (ICEIDA) and the Ministry for the Environment and Natural Resources in Iceland. The three Ugandan development partners were the Climate Change Unit of the Ugandan Ministry of Water and Environment, the Directorate of Gender of the Ugandan Ministry of Gender, Labour and Social Development, and Makerere University School of Women and Gender Studies. The project was carried out in three phases; preparations (November 2011), course development (February 2012), and the pilot of the short course (March 2012 through February 2013).

The course development was led by a course development team (CDT), representing development partners<sup>1</sup> and two Icelandic specialists.<sup>2</sup> The task of the CDT was to develop a curriculum and training materials for the course. The team worked on the development of the course structure and content at the University of Iceland, hosted by GEST.

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<sup>1</sup> All aforementioned partners except the Royal Norwegian Embassy.

<sup>2</sup> One of whom was from the Ministry for the Environment and Natural Resources in Iceland, which supported the project.

Piloting of the course materials and training was done in three different regions in Uganda which represent the different vulnerable eco-systems. Participants in the course were drawn from different sectors within District Local Governments, representatives of Civil Society Organizations, and schools (education). The three pilot trainings were utilized to test and generate feedback on the course content and methodologies. The feedback from the trainings was used by the CDT to refine the course material and methodology into the training manual.

The expected outputs of the development of the short course was curriculum for a short training course on gender and climate change developed/adapted to Ugandan reality and tested by GEST and local partners; training methodologies and tools tested and refined in Uganda; local capacity in Uganda developed to design and implement gender-responsive climate change policies, strategies and programmes; and capacity built in Uganda to address the issue of gender and climate change among ministries, district local governments, parliamentarians, researchers, academics, civil society organizations and the media.

## *Evaluation*

This external evaluation is undertaken to ascertain the extent to which the objectives and the expected outputs of the project have been achieved. The findings and recommendations of the evaluation are intended to guide the involved parties in their decision-making regarding the future of the short course, in particular regarding the possibility of the short course roll-out at national level in Uganda. The evaluation also strives to provide the project partners with information that can assist in planning and implementing future activities, especially on how to extend work on gender and climate change within the respective local district governments.

The evaluation parameters<sup>3</sup> covered the assessment of the OECD-DAC evaluation criteria, namely (i) relevance, (ii) efficiency, (iii) effectiveness, (iv) impact, and (v) sustainability of the project. The evaluation was conducted over a period of approximately seven weeks from April to June 2013, including two weeks of fieldwork in Uganda. As part of the evaluation, feedback was sought from participants in the short course on their perceptions of the training and its effect on their attitudes to gender and climate change issues and their work, as well as initiatives taken as a result of the short course training. Six districts of the 20 that had received training were visited by the evaluation team. Data collection tools included interviews with course participants and donor partners, observations, document reviews, focus group workshops, and participant survey.

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<sup>3</sup> See evaluation framework in annex 3.

### *Lessons learned*

- The field work revealed ample evidence of impact of climate change at the local level. Participants frequently cited more erratic weather patterns, changes in seasons, that rivers had dried up, deforestation, small animals were gone, crop disease and crop loss with associated threats to livelihoods. However, climate change adaptation mechanisms vary significantly between regions. By mainstreaming gender and CC adaptation and CC mitigation at different levels, the risk of conflict over natural resources decreases, as well as risk of gender-based violence. There are numerous G&CC initiatives ongoing at the local level and some institutional capacity is already present at the local level, in different forms within the districts. However, districts and course participants work under substantial constraints when it comes to availability of resources, which needs to be recognized.
- Each training session was comprised of individuals working in district governments, NGOs and schools, and participants felt that the combination of individuals from different fields added value to the training as they could offer insight into different fields of expertise and experiences. Course participants set forth numerous suggestions regarding the short course and the way forward, which are presented in the report and can be used for planning further initiatives.
- For project planning purposes and efficient project implementation, it would have been practical to lay the project logic out in detail, to set monitoring and evaluation parameters in a project document and to formalize agreements between donor partners.
- Relevance of G&CC for communities varies between regions in Uganda, which is composed of eco-regions with different G&CC vulnerabilities and threats. Vulnerable regions should be placed high on the list of priorities, and regional needs assessed periodically.
- Project design of further interventions should strive to reinforce local structures and enhance local ownership. A positive aspect in this regard is that three major Ugandan institutions from the field of G&CC were involved with the training, and had members on the CDT.

### *Principle conclusions*

- Conclusions according to the evaluation criteria.

Project relevance is assessed to be highly satisfactory, project efficiency as satisfactory, project effectiveness as highly satisfactory, and project sustainability as satisfactory. Impact cannot be fully assessed at this time since the project only recently completed. Findings, however, indicate that the project has already had a positive impact on communities.

- Relevance at the community level

Habitats and ecosystems in Uganda are under threat from a variety of stresses such as deforestation, land degradation and heavy dependence on biomass for energy, to which climate change is an additional stress factor. Multifaceted G&CC issues present great risk and a burden for the country's largely rural and resource dependent population.

- Effectiveness at local level

All factors of effectiveness examined for the project were considered favorable. Participants generally feel that they are capable of educating others and have been able to apply the knowledge that they acquired in the course. Further, there were numerous examples given for initiatives and actions taken by course participants, which resulted in substantial changes at the local level. Such initiatives ranged from making changes within the participant's own home, to sensitizing communities or instigating changes in policy, but changes in several DDPs are underway. Three success stories from participants were constructed and presented in this report, to illustrate the diverse initiatives undertaken by individuals in different districts who hold different positions. The strong practical emphasis of the short course has therefore resulted in motivated participants and substantial changes at the local level. As an example, some course participants have already trained hundreds of other people, using course materials and the learning they acquired in the course, and many course participants are actively involved in leading sensitization efforts for different groups.

- Implementation strategy and estimated cost

A full roll-out of the short course has been under consideration by the development partners. It is estimated that 13 training sessions are required to cover the entire country. A conservative estimate for full rollout of short course in gender and climate change throughout Uganda is \$ 455,000. This does not include costs of M&E, technical assistance from donors, costs of training trainers, project planning costs, or costs associated with feasibility assessments between project phases.

A thorough implementation strategy should be prepared during project planning, using evaluation findings as a complimentary data, rather than relying entirely on evaluation findings.

- Monitoring and supervision mechanism from the CCU/MW&E and MGLSD

An optimal arrangement for M&E for an ongoing project would be to integrate M&E into existing M&E efforts carried out by CCU and MLGD. There are some future plans for setting up a holistic evaluation schemes for both sectors, but such evaluation schemes are not yet in place. If the project should be supported by donors, one of their primary roles would be to integrate M&E scheme into project planning and to support M&E efforts.<sup>4</sup>

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<sup>4</sup> Many interesting efforts for monitoring and evaluating of climate change interventions are currently ongoing. SEA Change provides for instance resources and useful related material for M&E for CC interventions at: <http://www.seachangecop.org/node/1722>

- Major risks for future initiatives:

Nature of risk	Consequences
Implementing agency (agencies) does not have the planning capabilities, manpower and/or time to coordinate and implement the courses	Project may start, but not be carried out within the given timeframe or according to plan
GoU and Ugandan project partners do not seek necessary support for the project	Project does not commence; initial investment to a large extent lost
Some key project partners (e.g. members of current team of trainers) withdraw from the project	Difficult and time-consuming to train new trainers; institutional memory is lost
Project is not supported sufficiently in the future to maintain the high levels of effectiveness (e.g. with follow-up and technical support from implementing partners)	Project efficiency and impact decreases
Local relevance decreases when training is conducted in regions which are less vulnerable to climate change	Project efficiency and impact decreases
Participants lack funds and support to implement change	Project efficiency and impact decreases
Donors unwilling to support the project	Project does not commence; initial investment of course development not used to its fullest extent

### *Principle recommendations*

The following principle recommendations are set forth:

- **It is recommended that GoU considers a phased rollout of the short course in Uganda with a prioritization of those districts considered most vulnerable to climate change.**
- **It is recommended that donors consider supporting the short course, should the GoU be willing to assume responsibilities for project coordination and implementation, and seek donor's support.**
- **It is recommended that development partners explore further initiatives related to the short course, both within and outside of Uganda.**

The above recommendations are set forth based on the following premises:

- **Project economy.** Due to the investment which has already been made in designing the course and training material, it is economical to proceed with courses in target districts and regions where the need is the greatest.
- **Project design.** It is recommended that **stakeholders prepare a conventional development project planning document and fully lay out the logic of the project** before initiating another project, provide implementation details and adjust the objectives of the project.
- **Project alignment, ownership and implementation.** Despite the fact that the project has so far been donor driven to some extent, key parties from both the MW&E and MLGD expressed keen interest in maintaining the program and expanding it to other regions of Uganda.

- **Project ownership and implementation.** It is recommended that **CCU assume primary ownership of the project and be responsible for implementation of the project**, including overall coordination, short course planning, attendee selection and invitation, and all logistical arrangements. CCU should **strive to maintain the fruitful teamwork** which has already been established, particularly between Ugandan institutions. CCU should **strive to maintain the strong focus on gender**, as there is some risk that the gender integration of the project evaporates as the unit's primary expertise falls within the field of CC.
- **Project funding.** The short course project pilot has now come to an end, and has been assessed to be successful, thus further technical support on behalf of donors is no longer deemed to be required. If the project is successfully aligned within GoU institutions, external funding is desirable but not a necessary condition for continuation of the project.
- **Phased implementation.** It is recommended that any future project be divided into phases, prioritizing vulnerable regions. If the project should be donor funded, conditional funding is recommended, and subsequently that donors perform a short course assessment after each phase, in order to determine if the project fulfills given expectations, quality is maintained, if project alternations are required and if the project justifies further funding.
- **Limited implementation time-span.** It is recommended that the roll out of short courses be undertaken within a relatively short time-frame.
- **Project partner agreements.** It is recommended that formal project partner agreements are formed, should development partner cooperation continue. This is to ensure that responsibilities of all partners are clearly laid out and agreed upon by all parties.
- **Online resource center for participants.** It is recommended that partners consider setting up an online resource center for participants which includes a toolbox for G&CC related initiatives, forums for course participants and sharing of lessons learned.
- **Other interventions in the field of G&CC.** Project effectiveness is remarkably high, given the short timeframe and the limited scope of the intervention, but further support would still enhance effectiveness and support project sustainability. It is recommended that development partners consider **G&CC training for politicians and religious leaders, G&CC training and support for local initiatives, G&CC training and support to sub-county level, follow-up with course participants and/or additional support to districts with regards to using sources of external climate finance.**
- **Short courses at Makerere University.** It is recommended that Makerere University, School of Women and Gender Studies, in consultation with the GEST programme and other stakeholders consider adding a short course on gender and climate change to their supply of short courses offered.
- **Short courses in other countries.** Given the effectiveness of the short course in Uganda, it is recommended that the GEST programme, in collaboration with appropriate donor partners consider initiating additional short courses on G&CC in other countries, provided that relevant government agencies express interest, and relevance within the local context remains high. It should be noted that the copyright of the teaching material belongs to all development partners and necessary permissions should be sought if the course material, or

portions of the course material are used by the GEST programme or other development partners.

- **Course design and format.** This evaluation has illustrated that the course design and format has proved to be highly successful within the Ugandan context for training in the field of G&CC. It is recommended that the GEST programme, as well as other partners strive to make use of the learning which the process and project implementation has generated. The GEST programme could, for example, use the course design and approach as basis for other gender-related short courses offered in fields other than CC, while bearing in mind that short course approaches and designs must be tailored to local situations and needs.

# 1 INTRODUCTION

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The project *Gender and Climate Change: A Short Training Course* was supported by the Icelandic International Development Agency (ICEIDA), and the Royal Norwegian Embassy in Kampala, for a diverse group of stakeholders within Uganda. The project was implemented in three phases from December 2011 through February 2013 and its overall objectives were to:

- build knowledge and understanding of the causes of climate change and its impacts on development and gender relations in Uganda; and
- build local capacity in Uganda to design and implement gender-responsive climate change policies, strategies and programmes by using analytical and critical thinking skills.

This report presents the findings from an external evaluation of the project commissioned by the Gender Equality and Training Program (GEST) in Iceland.

## 1.1 Purpose

The goal of this evaluation, building on Behn's (2003, p. 588)<sup>5</sup> classification, is primarily to evaluate, to improve and to learn. This evaluation is also intended to deliver indicative lessons for future interventions of same nature, whether in Uganda or other countries in Africa. As per the TOR for the evaluation, the objective of this evaluation is as follows:

This external evaluation is being undertaken as per the Agreement between Project partners. The purpose of the evaluation is to ascertain the extent to which the objectives and the expected outputs of the project have been achieved. The findings and recommendations of the evaluation are to guide the involved parties in their decision-making regarding the future of the short course, in particular regarding the possibility of the short course being rolled out at national level in Uganda. The evaluation should also provide the partners of the Project with information that could assist in planning and implementing future activities, especially on how to extend work on gender and climate change within the respective local district governments.

(TOR p. 2)

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<sup>5</sup> Behn, Robert D. (2003): Why Measure Performance? Different Purposes Require Different Measures. Public Administration Review. September/October 2003, Vol. 63, No. 5

The evaluation work is undertaken at this point in time as the three planned phases of the project have been completed, and the evaluation therefore serves as one of the tools for the government of Uganda and her development partners to assess project achievements and determine the way forward.

## *1.2 Primary audience*

The primary audience of this evaluation report are the project partners. For purposes of this evaluation, project partners are defined as: ICEIDA; the Royal Norwegian Embassy; the Royal Danish Embassy; the GEST programme; the Climate Change Unit (CCU) of the Ministry of Water and Environment (MW&E) in Uganda; the Directorate of Gender in the Ministry of Gender, Labour and Social Development (MGLSD) in Uganda; the School of Women and Gender Studies, Makerere University, Uganda and; the Ministry for the Environment and Natural Resources in Iceland. All these parties were involved in the implementation of the project. Further, the evaluation may be of interest and value to other groups and beneficiaries, including course participants, civil society organizations, District Local Governments in Uganda, and others involved in planning and implementing initiatives in the field of gender and climate change.

## *1.3 Report structure and content*

Executive summary set forth at the beginning of the report, provides a brief synopsis of the evaluation and its findings. The report structure is based on UNDP evaluation report template and standards and is comprised of nine chapters:

- Introduction
- Intervention description
- Evaluation scope and objectives
- Evaluation approach and methods
- Presentation of findings
- Lessons learnt
- Conclusions and recommendations

Persons consulted, TOR, data collection instruments (including evaluation framework), key definitions and concept note are set forth in annexes one through five.

## 2 INTERVENTION DESCRIPTION

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The project for development of a short course on gender and climate change was initiated in 2011. The concept initially stems from the work of the Uganda donor Working Group on the Environment and Water which was chaired by Iceland in 2011. Deriving from this work, a sub-group was formed on climate change. Participants were the Royal Danish Embassy, the Royal Norwegian Embassy, the World Bank, GIZ and ICEIDA. Members recognized Uganda's need for support in the field of climate change, but gender was also high on the donor agenda for all agencies. The emphasis on climate and gender also corresponded well with Iceland's approach to the Kyoto protocol, where gender issues were placed at the forefront. Numerous ideas on interventions were brought up, as well as a combination of concurrent interventions; the short course and a documentary were amongst those.

GEST staff members visited Kampala in April 2011 with the purpose of forming partnerships with institutions and organizations, as well as to recruit candidates for GEST. Their mission in Kampala was supported by ICEIDA and meetings were held with Royal Danish Embassy and the Royal Norwegian Embassy. These donor partners agreed that GEST would lead the formation and implementation of short training courses on gender and climate change in Uganda, with the support of donors. In August 2011, GEST formulated and distributed a concept note for the project (see annex 5) that was approved by ICEIDA and the Royal Embassy of Norway for funding.

The overall objectives of the course were to "build knowledge and understanding of the causes of climate change and its impacts on development and gender relations in Uganda; and build local capacity in Uganda to design and implement gender-responsive climate change policies, strategies and programmes by using analytical and critical thinking skills" (concept note, p 2). This was to be achieved by offering gender and climate change training to key personnel in district governments and communities (selected NGOs and school staff).

### *2.1 Key partners*

Key partners, as well as their roles in the implementation are summarized in table 2-1.

Development partner	Summary of roles
ICEIDA	Initiated the project, along with the Royal Embassy of Norway and the Royal Embassy of Denmark. ICEIDA provided logistical support to the project during the fact finding mission and first two training sessions held in Uganda in March and July 2012. Supported the project by financial input of \$91,494, technical support, and a training expert on the CDT.
Royal Embassy of Norway	Initiated the project, along with ICEIDA and the Royal Embassy of Denmark. Supported the project by financial input of \$135,000.
Royal Embassy of Denmark	Member of donor sub-working group on G&CC. Not directly involved with the project, but funded the production of the documentary <i>Faces of Climate Change</i> , which was successfully used as teaching material in the course, featured on national TV and is further disseminated by the CCU for awareness raising.
GEST	Entered the project in April 2011 and became leading coordinating agency, along with ICEIDA. Coordinated the CDT formation and work. GEST also commissioned experts in environment and gender, to become members of the CDT team. GEST contributed \$31,250 to the project.
MW&E CCU	Entered the project in December 2011, and a CCU staff member was on the CDT. Took over the role of local coordinating agency from ICEIDA and provided logistical support to the last short course, which was held in Masindi in February 2013.
MGLSD, Directorate of Gender	Attached one staff member on the CDT team as focal point for gender and climate change.
Makerere University School of Women and Gender Studies	Makerere University, School of Women and Gender Studies, were commissioned by ICEIDA, GEST and MFA Iceland to write a report to assess the impacts and strategies for mitigation and adaptation to climate change in Uganda. <sup>6</sup> The report was published in 2012. When the CDT was formed, the School's staff member became a team member in December 2011.
Ministry for the Environment and Natural Resources in Iceland	Dr. Jón Geir Pétursson, Director General, Department of Land and Natural Heritage, joined the CDT as an expert on the environment and local contexts in Uganda. The ministry supported the project by partly funding his contribution to the project. Dr. Pétursson also headed the coordination of the COP18 side event in Doha in December 2012. <sup>7</sup>

Table 2-1 Development partners and their roles

The project links to national priorities, country plans and policies, as well as how the project fits into the donor strategies, is further outlined in section 5.1 on relevance.

<sup>6</sup> Muhanguzi, Florence Kyoheirwe; Kabonesa, Consolata and Muhanguzi, Hosea R.D. (2012): *Gender and Climate Change: Assessing Impact and Strategies for Mitigation and Adaptation to Climate Change in Uganda*. School of Women and Gender Studies, Makerere University and Ministry of Water and Environment Climate Change Unit. Available at: [http://ccu.go.ug/images/Publications/Gender\\_and\\_Climate\\_Change-Assessing\\_Impacts\\_and\\_Strategies\\_for\\_Mitigation\\_and\\_Adaptation\\_to\\_Climate\\_Change\\_in\\_Uganda.pdf](http://ccu.go.ug/images/Publications/Gender_and_Climate_Change-Assessing_Impacts_and_Strategies_for_Mitigation_and_Adaptation_to_Climate_Change_in_Uganda.pdf)

<sup>7</sup> Ms. Maria Nandago from ICEIDA, Mr. Lawrence Aribo from CCU and Mr. Bob Natifu from CCU presented initiatives in Uganda on G&CC on a side event for COP 18 in Doha in December 2012. Panelists came from Norway, Denmark, Uganda and Iceland and Hon. Minister for Environment and Natural Resources in Iceland, Svandís Svavarsdóttir gave the closing statement. See: <http://ccu.go.ug/index.php/14-news-events/events-calendar/45-presentation-on-gender-and-climate-change-in-uganda>

## 2.2 Scale of the intervention

Although the scale of the intervention in its entirety can be regarded as more substantial than merely the short course, the course is the subject of this evaluation, and therefore the intervention boundaries are defined accordingly.

A concept note was submitted by GEST in August 2011 (see annex 5). The project was carried out in three phases, and in accordance with the concept note. The three phases are outlined in table 2-2, as well as estimated timelines and project activities.

PHASE	Estimated timeline	Project activities
PHASE 1: Preparations	4 weeks: November 2011	Specialists in the field of training, gender and/or climate change will be assigned, by GEST, with the task of developing a curriculum and training materials for the course. The development of the course will include a desk review of existing material, and a two-week field visit to Uganda. The aim of the field visit will be to meet with the local partners that form the CDT, define the target group for the training, assess the training needs to define the objectives of the training and collect relevant materials from Uganda. After the return to Iceland the specialists will draw up the course outline.
PHASE 2: Course Development	4 weeks: February 2012	CDT works for two weeks on the development of the course structure and content at the University of Iceland, hosted by GEST. The two GEST specialists will finalize the material prior to the pilot training.
PHASE 3: Conducting a Short Course	10 weeks, including three training sessions: <i>March 2012</i> <i>August 2012</i> <i>February 2013</i>	Three residential training sessions will be held in March and August, 2012 and February 2013, in Uganda. The CDT will act as trainers along with selected local specialists. Each training session will be evaluated and adjustments to the course made accordingly. The final product will be a report on the training and a final version of the short-course content after adjustments and recommendations from the pilot trainings. Estimated working time for this phase is ten weeks.

**Table 2-2 Project implementation phases, estimated time and project activities**

Additionally, as a part of phase 1, GEST was tasked with adapting and expanding upon existing course material developed. The total population targeted for the short course was 128 course participants, 98 males and 30 females, from 20 districts.

## 2.3 Total resources

Total initial estimated budget for the project was \$172,900, of which the donors were to provide \$151,400, or 87.5 %, and GEST 21,500, or 12.5%. Further analysis of actual expenses can be found in chapter 6.2 on project effectiveness.

In addition, GEST coordinated the project and working facilities for course developers and the CDT in Iceland. ICEIDA provided logistical support during the fact finding phase and training Uganda.

#### *2.4 Intervention design weaknesses*

The main weakness of the intervention design was that a detailed project document, laying out the intervention logic in detail, was not developed before project implementation and during the preparation phase. The overall objectives stated in the concept note are quite broad, for instance: “to build local capacity in Uganda to design and implement gender-responsive climate change policies, strategies and programmes by using analytical and critical thinking skills” (concept note p. 2). Inputs and outputs are set forth, but their relationship, indicators and assumptions that may have an impact on success and failure, were not outlined.

Indicators of what constitutes success when it comes to participant’s capacity in implementing gender responsive climate change programmes, were not set forth. Another illustration of this is the expected output of the project: “Capacity built in Uganda to address the issue of gender and climate change among ministries, district local governments, parliamentarians, researchers, academics, civil society organizations and the media” (concept note, p.2). The concept note failed to outline how this range of groups in Ugandan society would be reached, and how success in building their capacity would in turn be measured. In view of this, and for purposes of this evaluation, the team reconstructed the project logic to some extent, in order to be able to evaluate some of the core functions of the project.

For planning and management of the project, it would have been desirable to apply either a logical framework approach, theory of change, or other accepted methods for a development project planning. Makerere University conducted a partial situation analysis which was used as a basis for the project, which was elaborated upon by the CDT as well as a strategy analysis, although this process was not thoroughly documented. Figure 2-1 provides the results-based management chain, as laid out by the evaluators.

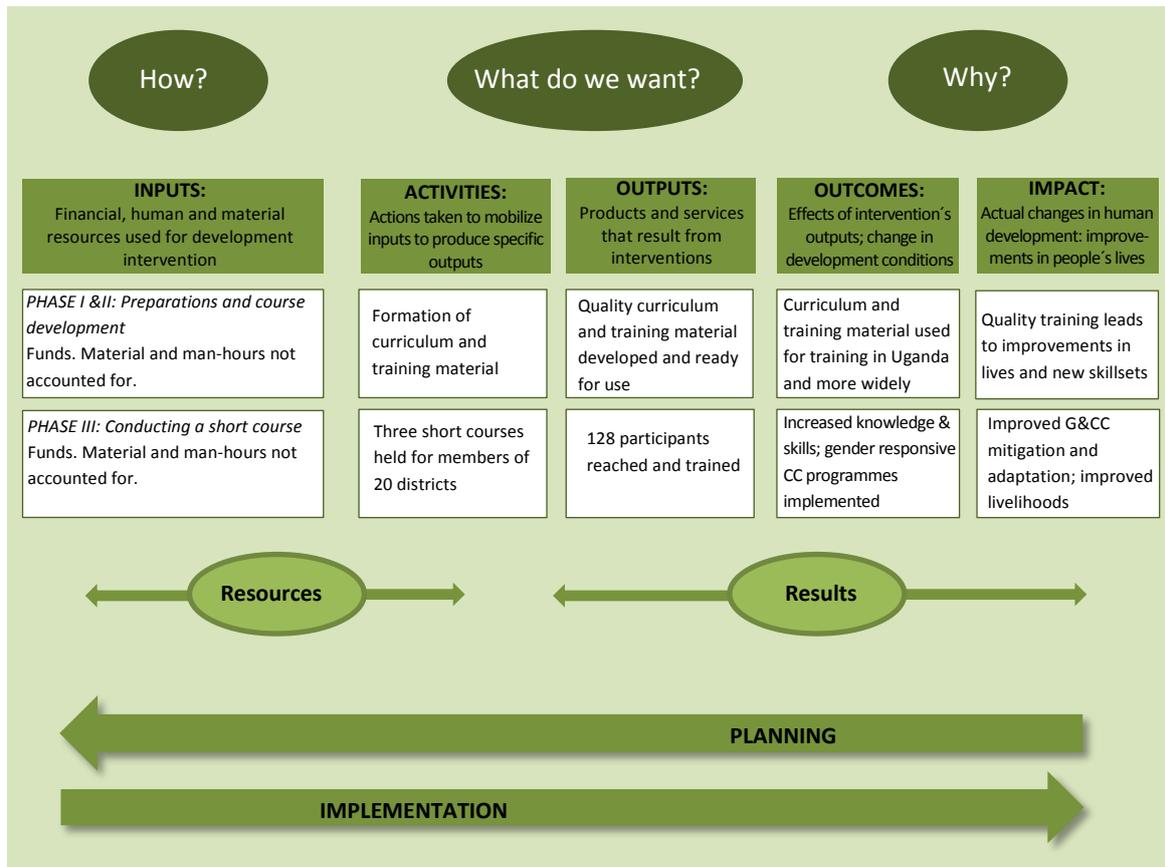


Figure 2-1 The RBM results chain

Figure 2-1 displays an input-activities-outputs-outcomes-impact diagram, which is based on results based management<sup>8</sup> and outlines main elements of the project, which are subsequently used as basis for the evaluation framework.

<sup>8</sup> See <http://web.undp.org/evaluation/handbook/ch2-4.html>



## 3 EVALUATION SCOPE AND OBJECTIVES

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The evaluation is classified as an external evaluation. At the outset of the evaluation, an evaluation framework was formed, which outlined the factors to be evaluated. These were based on OECD-DAC evaluation criteria, namely relevance, efficiency, effectiveness, impact and sustainability. *Relevance* involves the evaluation of the extent to which the objectives of the project correlate to recipients' needs/expectations/priorities. Evaluation of *efficiency* refers to the evaluation of how inputs (funds, counseling, time etc.) have translated into results. *Impact evaluation* is the evaluation of the impact of the project, positive and negative, planned and unforeseen, direct and indirect. Evaluation of *sustainability* is the evaluation of the probability that the benefits of the project continue to be at hand after the project ends. See also further definitions of key terms in annex 4.

The evaluation framework sets forth the key evaluation questions for each of these factors, elaboration of questions (evaluation sub-questions), data collection methods, proposed analysis and the standards used as a benchmark for each question, but in this context, *standards* refer to what can be constituted as a success. Annex 3 presents the evaluation framework.

### 3.1 Evaluation scope

Although the external evaluation primarily focuses on the questions set forth by the commissioner in the TOR, the evaluation team laid out an elaborate evaluation scheme covering all basic factors of the DAC evaluations. The evaluation therefore, was geared towards all aspects of the short training course on gender and climate change.

#### 3.1.1 Target population and geographic area

The target population in this evaluation was twofold. Firstly, everyone involved in the planning and implementation of the short course, and secondly, a sample of the participants in the course. The commissioner identified 14 key informants in the TOR (see annex 2), but the evaluation team interviewed 35 persons in total. The list of interviewees can be found in annex 1.

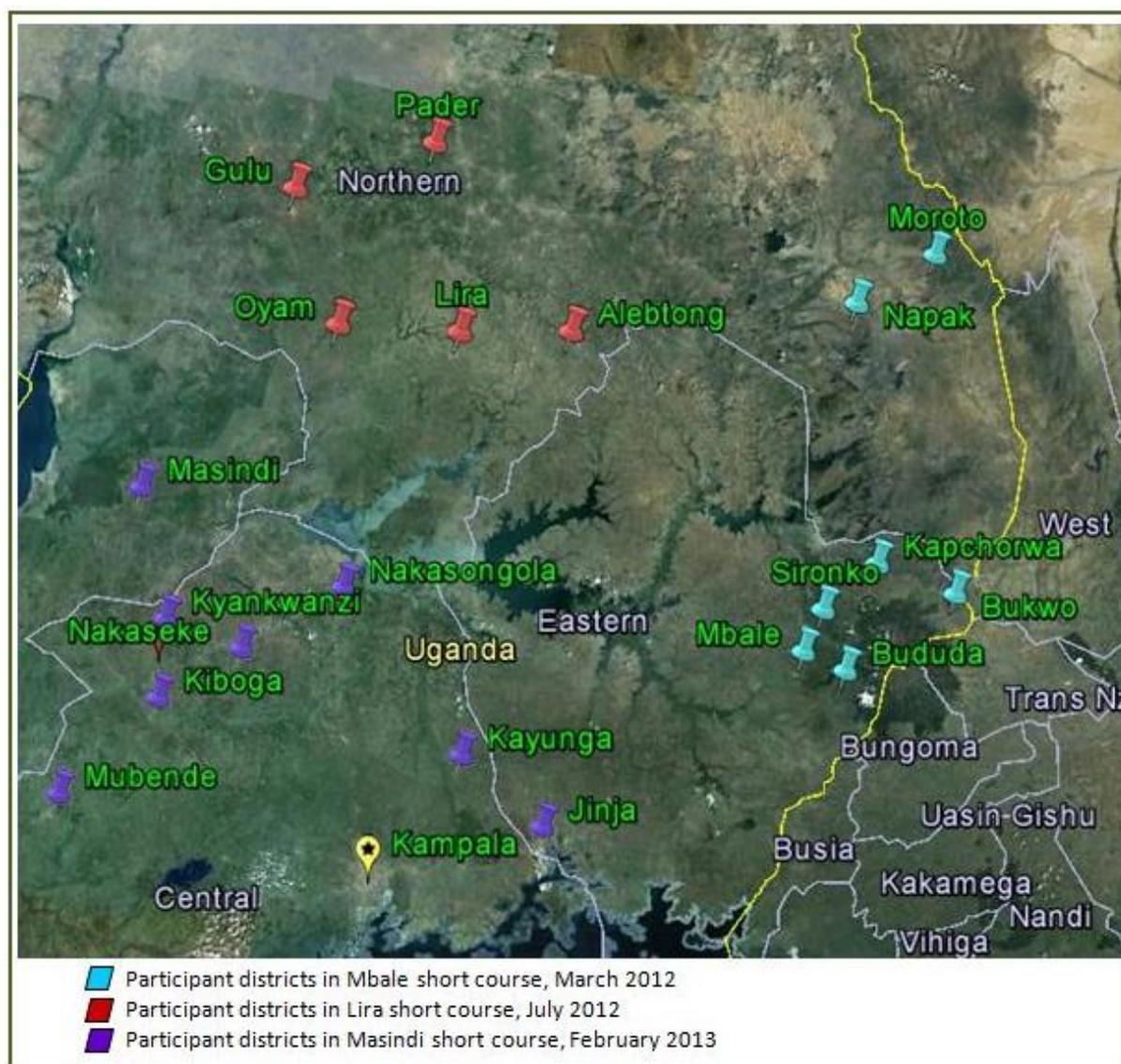


Figure 3-1 Geographical location of districts participating in the short course.

Secondly, the target population was the participants in the short course. Figure 3-1 shows the geographical location of the districts which participated in the short course through the three training sessions. For this evaluation, a sample of participants was made by the commissioner, which was geared towards representing sufficient geographical distribution of districts, distribution of participants between the three sessions held, and representation of districts within sessions that were of different sizes and means. The districts visited during the evaluation were Bududa and Mbale from the Eastern Region of Uganda; Lira and Oyam districts of Northern Region; and Jinja and Nakasongola districts in Central Region. Further discussion on sample and field visits can be found in section 4.2 on sample and sampling frame.

### 3.1.2 Evaluation timeline

The evaluation was conducted from 15<sup>th</sup> of April, to 31<sup>st</sup> of May 2013, which represents a mission of six and a half weeks. Despite this short timeframe, the evaluators divided the work into six phases, as illustrated in table 1-1. Fieldwork in Uganda was undertaken over a period of two weeks.

First phase	15 <sup>th</sup> – 19 <sup>th</sup> April 2013 (Reykjavik and Uganda)
	<ul style="list-style-type: none"> <li>• Key document collection and consultation</li> <li>• Formation of an evaluation plan</li> <li>• Data gathering</li> <li>• First interviews with key informants</li> </ul>
Second phase	23 <sup>rd</sup> – 26 <sup>th</sup> April 2013 (Kampala)
	<ul style="list-style-type: none"> <li>• Review and finalization of evaluation plan by evaluators</li> <li>• Interviews/consultations with key informants in Kampala</li> </ul>
Third phase	29 <sup>th</sup> April – 3 <sup>rd</sup> May 2013 (six sample districts in Uganda)
	<ul style="list-style-type: none"> <li>• Field evaluation of short courses held in six sample districts (Jinja, Mbale and Bududa, Lira and Oyam, Nakasongola)</li> <li>• Briefing with CCU/CDT in Kampala</li> </ul>
Fourth phase	4 – 20 <sup>th</sup> May 2013 (Reykjavik, Uganda)
	<ul style="list-style-type: none"> <li>• Data analysis and report writing</li> <li>• Submission of draft evaluation report to GEST</li> </ul>
Fifth phase	21 <sup>st</sup> – 30 <sup>th</sup> May 2013 (Reykjavik, Uganda)
	<ul style="list-style-type: none"> <li>• Coordination, report updating and finalization</li> <li>• Preparations for evaluation dissemination and presentation</li> </ul>
Sixth phase	3 <sup>rd</sup> June 2013 (Reykjavik, Kampala)
	<ul style="list-style-type: none"> <li>• Findings and recommendations presented to partners</li> </ul>

**Table 3-1 Phases of evaluation work**

### 3.1.3 Shortcomings in data collection

Restrictions for the evaluation were mainly twofold, data-related shortcomings and time, which are both well-known restrictions of development evaluations.

One of the most important phases of the evaluation was the field visits as the evaluation team was able to collect data from recipients and probe into their experiences and how they had applied the knowledge they acquired from the short course. As per the TOR, CCU was responsible for logistical arrangements for the evaluation team, both in Kampala and during the field visit. This entailed transport, making appointments with key informants in Kampala and districts and booking of accommodation in the districts. However, arrangements were not made for the evaluation team in Kampala, which resulted in some losses of productivity during the first week of field work. Interviews via e-mail and telephone were conducted instead with those individuals whom the team was unable

to meet for some reason. Further setback was that session invitations were only extended to participants in districts with a very short notice and thus only reached a small portion of the sample.

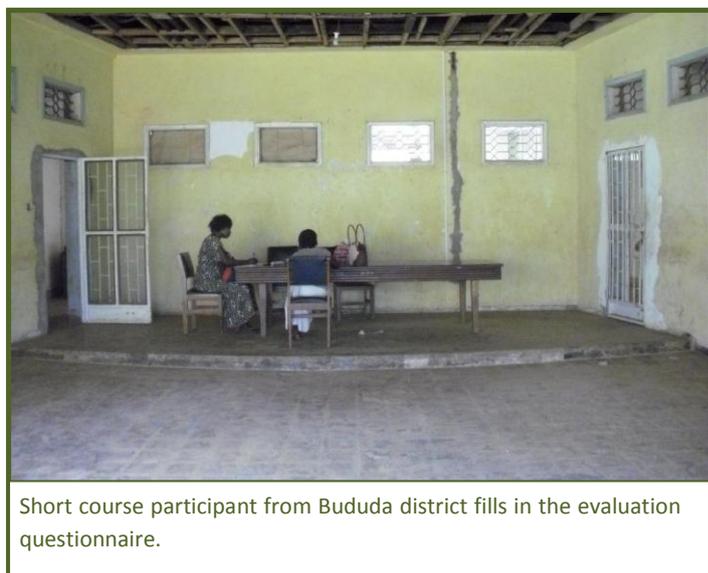


Figure 3-2 Bududa district conference room

This late coordination on behalf of CCU resulted in some shortfalls in data gathering during the fieldwork phase of the evaluation. Key informants could not all be contacted, and the evaluation team missed out on some potentially valuable sources in the districts. Valuable time was also lost as one of the four days for field work in Lira and Oyam, coincided with a public holiday – Labor Day – which made it difficult for the team to reach most participants as public offices were closed. Where it was not possible to meet face to face, the evaluation team left copies of the questionnaires for course participants

either in hard copy or by e-mail. The evaluation team also contacted key informants within the districts before the visits, to encourage participation from course participants. For a number of participants, the evaluation team met them at their places of work, or made contact by other means, when the team was already on location.

Restrictions regarding timeframe are mainly caused by the fact that some of the evaluation questions posed by the commissioner, such as to suggest an implementation strategy, are perhaps more in line with questions that development project planning would seek to answer, where much more elaborate research is required than a short evaluation from a pilot project. An evaluation can indeed provide some information for an elaborate implementation strategy, but should not be regarded as a substitute for one.

### 3.2 Evaluation objectives, criteria and questions

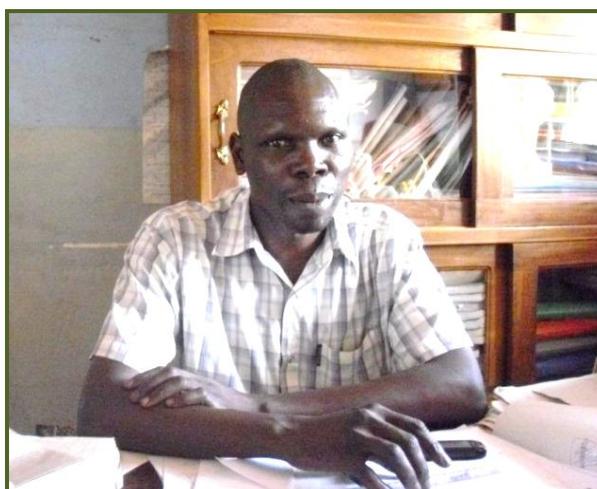
As per the TOR (p.2), the evaluation focuses on providing information for decision-makers and project partners, as well as being a learning exercise for the stakeholders. The evaluation assesses the short course in terms of capacity building of district local governments in Uganda in relation to the following factors:

- a) International and Ugandan national policy relevance.
- b) Linkage to key Government Documents: NAPA, NDP and DDP (gender policy, climate change policy).
- c) Relevance at community level.

- d) Assess the effectiveness (impact) at LG level of the short course trainings (challenges, opportunities).
- e) Assess the cost efficiency of the course.
- f) Look into the monitoring and supervision mechanism from the CCU/MW&E and MGLSD.
- g) Provide a description of major constraints and risk factors for project implementation and sustainability;
- h) Suggest an implementation strategy and estimated cost.
- i) Suggest a possible institution/organization as an implementation agency for the short course in a future project.

As this is an external evaluation, the evaluators work autonomously and the OECD-DAC criteria was adopted for purposes of this evaluation. Therefore, the main evaluation questions involved the core factors of relevance, efficiency, effectiveness, impact and sustainability. The above factors set forth by the commissioner, were integrated into the evaluation criteria, and more elaborate sub-questions set forth to address all aspects of the project. An evaluation scheme, set forth in annex 3 of this report, illustrates how the evaluation questions set forth by the commissioner fit into the overall evaluation scheme. Evaluation criteria, or standards, are also outlined in annex 3. These are primarily qualitative indicators, as baseline data is lacking, and only a few quantitative indicators can be applied for measuring performance.

The last two items from the commissioner's list are not included in the evaluation scheme but are addressed separately in the final report as recommendations based on evaluation findings. The applicable questions from the commissioner are identified in table 3-2 below with its numerical value from the above list and an asterisk.



The evaluation team visited several schools during the evaluation field work. Mr. Samuel Waiswa, a teacher in the Nakanyonyi Primary School in Jinja district has implemented a very ambitious environmental education and tree planting program, reaching out to students, parents and religious groups.

**Figure 3-3 Environmental education program in Nakanyonyi Primary School, Jinja district**

EXTERNAL EVALUATION  
DEVELOPMENT OF A SHORT COURSE ON GENDER AND CLIMATE CHANGE

Key questions	Elaboration of questions
Relevance	
To what extent was the project approach relevant for project partners and in the context of Uganda?	<u>Intervention relevance at the national level</u> : Are gender and climate issues (sufficiently) relevant for development partners and within the Ugandan context to justify the intervention (*a)?
Is the project approach relevant for project partners and in the context of Uganda?	<u>Relevance at the community level</u> : Is the project relevant for Ugandan communities (*c)?
	<u>Partnership relevance</u> : How did the partner approach work, with: a) bilateral donors, b) central government (CCU), b) district governments, c) educational institutions (Makerere Univ. School of Women and Gender Studies), d) multilateral organizations, other bilateral donors, and civil society (*a)? What was the basis of any influencing agenda?
Efficiency	
Have inputs translated into project results? (*e)	<u>Project inputs</u> : What are the project inputs: funds; was there any additional support not accounted for in budgets or expenses?
	<u>Results</u> : Has curriculum been fully developed? Have the planned number of courses been conducted? Has knowledge and understanding of the causes and relationship of G&CC, been built? Has local capacity been built to design and implement G&CC policies, strategies and programmes?
Effectiveness	
Have the objects of the project been obtained? (*d)	<u>Knowledge and understanding</u> : To what extent has knowledge and understanding of the causes of climate change and its impacts on development and gender relations in Uganda been built?
	<u>Local capacity</u> : To what extent has capacity been built to design and implement G&CC policies, strategies and programmes?
	<u>M&amp;E and supervision mechanisms</u> (*f): What M&E and supervision mechanisms are in place?
Impact	
Has the project had some positive and/or negative, planned and/or unforeseen impacts, direct and/or indirect? (*d)	Has LG staff been able to educate others? Have any G&CC related initiatives in the districts been supported by trainees?
	<u>Other intended and unintended results</u> : Have there been any new projects funded as a result of the project? Have participants been able to apply for G&CC related funding/are there any applications underway? Have participants been able to support G&CC projects in any manner? Other results? Has there been any capacity building at the coordinating level?
Sustainability	
Is it probable that the benefits of the project continue after the project ends? (*g)	Has knowledge, understanding and capacity been maintained at same levels from the first course, to the last one, and is it fundamental in nature, and thus likely to be maintained in the long run? Have course attendees influenced others and their environment in a positive manner, and is such behavior likely to be sustained? Is the course material relevant for the long term (+10 yrs), or only in the short term (≤3 yrs)?

Table 3-2 Evaluation questions and sub-questions

## 4 EVALUATION APPROACH AND METHODS

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The following sections of the report describe the methodological approaches, methods and analysis applied in this evaluation; the rationale for their selection; and how the approaches and methods employed yielded data that helped answer the evaluation questions and achieved the evaluation objectives, within the constraints of time and money available.

### 4.1 Data sources

Data type	Data source	Analysis
Document review	Policy documents: Country policies, NAPA, NDP, DDP, donor country strategy statements Key documents (see a list in concept note), course material, newspaper coverage	Document review Relevance audits
Audiovisual data	Photographs Documentary: Faces of Climate Change Documentary: An Inconvenient Truth	Photographs taken in field to support findings and provide visual evidence Documentaries viewed to check relevance to course material
Numerical data	Budget and actual expenses	Comparative analysis Cost breakdown/ABC Cost analysis for estimates of future initiatives
Key informant interviews	Semi-structured interviews with stakeholders and key informants (see a complete list of persons consulted in annex 1)	Qualitative methods; interviews typed and partially coded
Focus group discussion sessions	Discussion sessions with course participants	Strength/weakness analysis Brainstorming of suggestions for way forward
Participant interviews	Semi-structured interviews with selected course participants	Success stories construed to illustrate results Results mapping Triangulation with other data
Participant questionnaires	Field/environment observations Workplace observations	Descriptive statistics Open ended question analysis
Observations	Field/environment observations Workplace observations	Photographs Field notes

Table 4-1 Data sources, types and analysis

Data collection tools are set forth in annex 3, which includes the evaluation framework, partner's self-assessment interview guide, focus group questionnaire and focus group session design. Performance standards are presented in the evaluation framework, i.e. standard or measure used to evaluate performance relative to the evaluation questions. Main types of data, their sources and analysis applied, are reflected in table 4-1.

## *4.2 Sample and data collection instruments*

The main focus of the evaluation rested on the main groups involved with the two phases of the short course, namely, key persons who were involved with the formation of the concept, project planning and design of course material and curriculum on one hand, and participants in the pilot training sessions of the course on the other hand.

### *4.2.1 Key informant interviews*

As discussed in section 3.1, selection of key informants was based on a complete sample. Commissioner provided a list of key informants, and evaluators expanded upon that list, as was deemed necessary, in order to include everyone who was involved in the formulation of the concept, project planning and implementation. A complete list of key informants is presented in annex 1. An interview guide was used when interviewing donors and stakeholders, but factors from the participant questionnaire used as a guide when interviewing participants.

### *4.2.2 Sample of course participants*

As briefly discussed in section 3.1, a sample of course participants was made by the commissioner, and was geared towards representing sufficient geographical distribution of districts, distribution of participants between the three sessions held, and representation of districts within sessions that were of different sizes, means, and within different ecosystems. Further, geographical locations well suited to complete field visits within an acceptable time frame were selected. Figure 4-2 shows the geographical location of the districts sampled, as well as locations of districts that took part in the three training sessions.

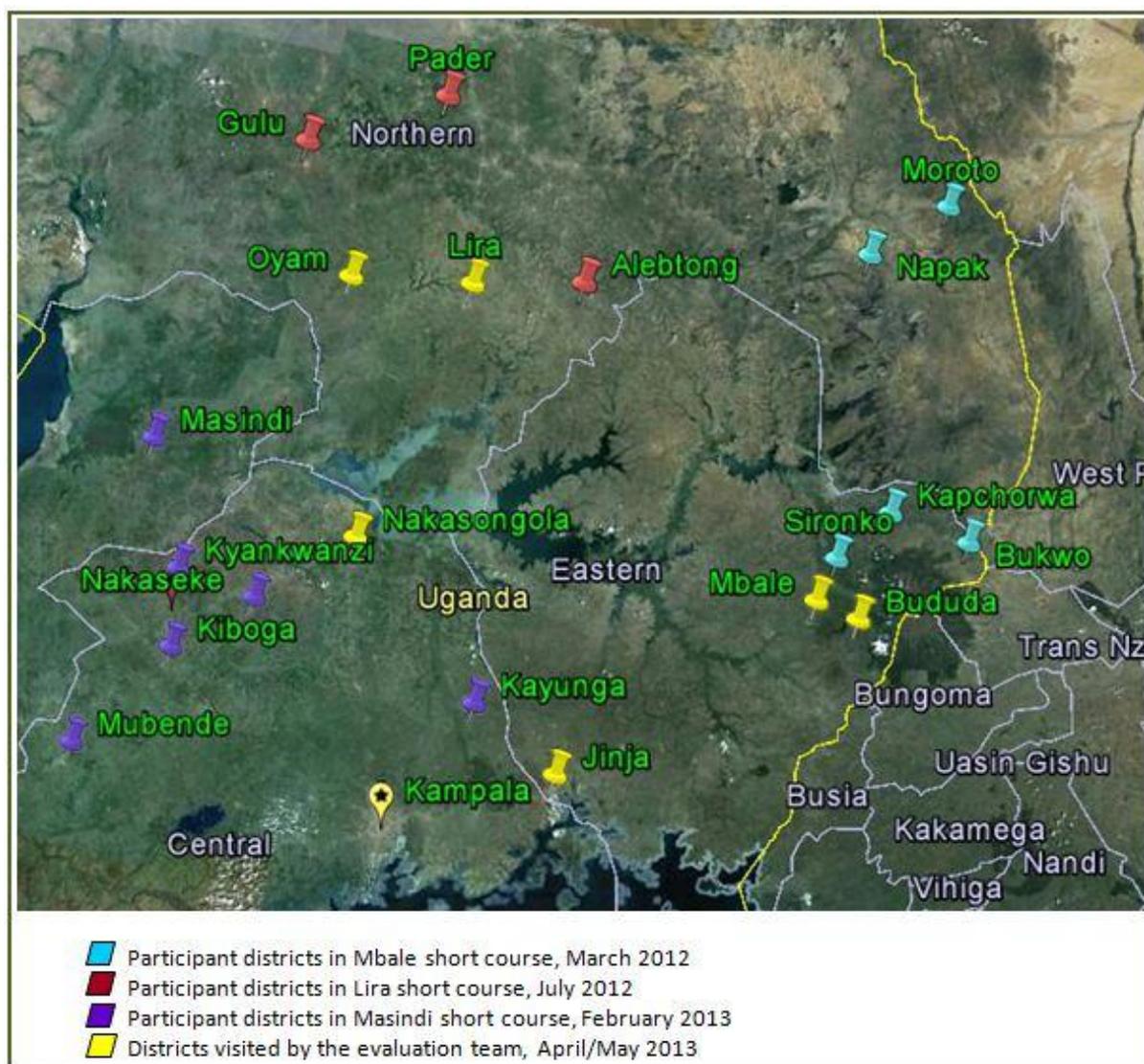


Figure 4-1 Geographical location of participating districts and districts sampled

Course participants were 128 in total. Sample districts were Jinja, Mbale and Bududa from Eastern Region, Oyam and Lira from Northern Region and Nakasongola from Central District. Table 4-2 shows the total number of persons trained from each district in each of the three training sessions. The sample represented 46 participants of the 128 persons who completed the course, which represent close to 36% of the population in the project. The total number of persons reached was 24, which represents a 52% response rate.

Persons trained		Sample		Persons reached	
<b>First training session in Mbale, March 2012:</b>					
District	Persons	District	Persons	District	Persons
Moroto	4				
Napak	7				
Kapchorwa	8				
Sironko	8				
Bukwo	8				
Bududa	7	Bududa	7	Bududa	4
Mbale	10	Mbale	10	Mbale	5
<b>Second training session in Lira, July 2012:</b>					
District	Persons	District	Persons	District	Persons
Pader	3				
Alebtong	4				
Lira	7	Lira	7	Lira	2
Oyam	6	Oyam	6	Oyam	3
Gulu	6				
<b>Third training session in Masindi, February 2012:</b>					
District	Persons	District	Persons	District	Persons
Nakaseke	7				
Jinja	7	Jinja	7	Jinja	7
Masindi	1				
Nakasongola	7	Nakasongola	7	Nakasongola	3
Kiboga	7				
Mubende	7				
Kayunga	7				
Kyankwanzi	7				
<b>TOTAL:</b>					
<b>20 districts</b>	<b>128</b>	<b>6 districts</b>	<b>46</b>	<b>6 districts</b>	<b>24</b>

Table 4-2 Short course participant population, sample and response rate

As the sample is not truly random, and is also relatively small<sup>9</sup> it does not allow for statistical hypothesis testing or inferences about the population from the sample. However, as this is stratified sampling, it allows the evaluators to gain insight into the successes of different training sessions, examine how and if the time-factor is of relevance, for instance, if participants from the first courses claim that they use the skills acquired from the course, to a lesser extent. Stratified sampling also represents some risks, as there is a risk of selection bias; some districts that have made no progress since the short course, may be excluded from the sample, or similarly, some districts that have made exemplary progress. The findings should therefore be interpreted with some caution, but the evaluators treated the data to most extent as qualitative data and a large proportion of the questionnaire was open ended questions, or yes/no questions and respondents asked to elaborate upon their response, or provide an example.

<sup>9</sup> With 95% confidence levels, and 5% confidence interval, a random sample size of 96 participants would be required for statistical accuracy. With smaller population, a larger proportion of the population needs to be included in the sample. Further, required sample size increases when sample is not fully random.

### *4.3 Stakeholder participation*

No requirements were made for an evaluation inception report in the TOR, however, commissioners reviewed and approved the evaluation matrix before the fieldwork phase of the evaluation commenced. Commissioners were treated as other stakeholders in this evaluation and evaluators worked independently to design the evaluation approach and write the report.

### *4.4 Ethical considerations*

The evaluation team based their work on the ethical principles in evaluation issued by the UNEG,<sup>10</sup> including to strive to implement an impartial, credible and independent evaluation, with honesty and integrity, and the ultimate principle to avoid harm. Measures were taken to protect the rights and confidentiality of informants, and permission was sought from participants whose success stories were presented in this report. Other contributors and sources for this report remain anonymous.

### *4.5 Evaluation team*

The evaluation team was comprised of two members. Erla Hlín Hjálmarsdóttir (MPA), the team leader comes from Iceland whose primary expertise is development evaluation, methodologies and development administration. Elizabeth Kharono (MA, MA) from Uganda who is an expert in gender and climate change within the Ugandan context. Both team members have teaching experience, which also proved a useful background for the evaluation of the short course and teaching material.

### *4.6 Dissemination plan*

Evaluation report will be disseminated by commissioner to major stakeholders in an electronic format and will also be made available to the public on the GEST programme website. Also, upon report completion, the two evaluation team members will present evaluation findings to key stakeholders in Kampala and Reykjavik.

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<sup>10</sup> UNEG, 2008. UNEG Ethical Guidelines for Evaluation. United Nations Evaluation Group. See [www.unevaluation.org/ethicalguidelines](http://www.unevaluation.org/ethicalguidelines)



## 5 PRESENTATION OF FINDINGS

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The following sections present data analysis and findings based on data collected in the evaluation. The findings are structured around evaluation questions and the DAC factors of relevance, efficiency, effectiveness, impact and sustainability. The following categories, based on the UNDP rating system,<sup>11</sup> are used to rate each evaluation question:

1. Highly satisfactory
2. Satisfactory
3. Unsatisfactory, with some positive elements
4. Unsatisfactory

Ratings of evaluation questions are summarized at the end of the chapter.

### 5.1 *Relevance*

*Relevance* examines the extent to which the objectives of the project correlate to recipients' needs, expectations and priorities, as well as how the project correlates to donors priorities. The core evaluation questions of relevance are examined at three levels: intervention relevance at the international level, community level and partnership relevance. The following section discusses issues of climate change and gender in the national policy context of Uganda and how they manifest themselves and are experienced at the community level.

#### 5.1.1 *Intervention relevance at the national level*

##### *Climate Change Issues*

The government of Uganda, through its Ministry of Water and Environment, has been a keen and active participant in the global and regional processes which have shaped the discourse on climate change. As a result of this, the country is a signatory to the various agreements and agendas set to address climate change as a global endeavor. Uganda signed and ratified the United Nations Framework Convention for Climate Change (UNFCCC) in 1992 and 1993 respectively. It also ratified the Kyoto Protocol in 2002. These global instruments commit Uganda to the adoption and

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<sup>11</sup> See <http://web.undp.org/evaluation/documents/mec13-15.htm>

implementation of national policies and measures designed to mitigate climate change and adapt to its attendant effects. As a signatory to these agreements, Uganda is also in a position to negotiate and benefit from any agreed financial arrangements and support for least developed countries (LDCs) to facilitate its mitigation and adaptation measures.

Some of the gains which Uganda has registered as a result of global partnerships include compilation of a national inventory of greenhouse gas (GHG) sources and sinks with funding support from the Global Environment Facility (GEF) (1994) and later updated with support from the US Country Studies Program (1995). GEF support also enabled Uganda to develop and submit its Initial National Communication (INC) to UNFCCC in 2002 (GoU, 2013: *UNCCP*, p. 3).<sup>12</sup> The INC included an inventory system of Uganda's GHG, an assessment of the country's status of vulnerability and adaptation to climate change, and recommendations for adapting to and mitigating climate change. In conformity with UNFCCC and with funding support from GEF, Uganda developed and submitted its National Adaptation Programs of Action (NAPA) to UNFCCC. The Uganda NAPA lists nine priority projects which need to be implemented in order to address the country's vulnerability to climate change.

Effective implementation and roll-out of NAPA has been hampered by a number of challenges including: absence, until recently, of a clear national policy and legal framework, inadequate national ownership and buy-in from the wide range of stakeholders meant to implement the projects; inadequate technical capacity and weak institutional and coordination mechanisms (GoU, MW&E 2008)<sup>13</sup>. Lack of broad awareness about the NAPA, especially amongst civil society and community based organizations, local communities and local governments and their institutions have also greatly undermined the effective implementation of NAPA (CLEAR-Uganda, 2011:p.6).

Uganda is currently in the final stages of formulating its *National Policy on Climate Change*, which it is doing with funding support from the governments of Denmark, Belgium, and the United Kingdom through the World Bank (GoU, 2013: *UNCCP*, p. v). The policy is intended to enable Uganda to pursue a climate resilient, low carbon and sustainable development path through an overarching policy framework for coordinated action by the different stakeholders (Short course training manual: p. 11). The draft National Policy on Climate Change is multi-sectoral in nature and it has been designed to guide a series of actions which address long term challenges to Uganda's national development as a result of climate change over a 5 – 15 years.

### *Gender Issues*

Uganda has had a long history of policy and institutional arrangements for addressing gender inequality as an integral part of its national development efforts. The *Uganda Gender Policy (2007)* is the framework for addressing gender imbalances designed to guide all sectors and stakeholders to mainstream gender and ensure that their planning resource allocation and program implementation,

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<sup>12</sup> Republic of Uganda, Ministry of Water and Environment (2013): Uganda National Climate Change Policy (final version for approval).

<sup>13</sup> NAPA Implementation Framework

monitoring and evaluation adopt a gender perspective (GoU, 2007, *UGP*: p. 14).<sup>14</sup> The policy obligates all development practitioners to mainstream gender, and to take responsibility for ensuring that their interventions are gender responsive. Uganda also now has a full-fledged School of Women and Gender Studies at the University of Makerere.

Despite this long-standing policy and institutional commitment to gender mainstreaming by Uganda, and the mandatory requirement for gender responsiveness in all sectors, climate-change related policies, interventions and studies have insufficiently addressed the gendered nature of impacts, vulnerabilities, interests and concerns (Muhanguzi, Kabonesa & Muhanguzi, 2012).<sup>15</sup> Failure to take into account the gendered dimension in climate change adaptation, mitigation, and financing has not only meant that the situation of women, children and other vulnerable groups are inadequately understood, but also that the impact of the severe effects of climate change already being witnessed, are being felt most keenly by these groups. This situation is bound to get worse given predictions that climate change effects are likely to occur with increased frequency, variability and intensity (Short course training manual, 2013: p. 6-7).

Gender and climate change are highlighted as cross-cutting issues which, on one hand, overlap with each other, and, on the other, must be mainstreamed in all sectors in order to achieve overall development goals not only at the level of policy but also practice. This evaluation has established that the extent to which both gender and climate change issues are given emphasis in the follow-up actions is dependent on the capacity and confidence to deal with both issues at the level of practice. Unless equal attention and emphasis are given to ensuring that the requisite capacity and confidence to mainstream gender concerns are engaged at the level of practice, gender issues are likely to “evaporate” and the stated ultimate aim of the short course to “*..advance gender responsive policy and practice when addressing the challenges of climate change..*” (Short course training manual, 2013: p. 7) will not be achieved.

### 5.1.2 Intervention relevance at the community level

Over the past decade, communities across Uganda have reported changes in weather patterns which are attributed to climate change (GoU, 2007: NAPA; GoU, 2010: *NDP*; ACCRA Uganda, 2010: *County Literature Review*). These changes are manifesting themselves in form of increased weather-related

Deforestation instigates losses in biodiversity: “when the forest is gone, the animals are gone. Even the small ones. Just go to the village and ask any of the children what a squirrel is. They don’t know. They have never seen one. When we were young, there used to be squirrels everywhere”

(Course participant in Oyam)

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<sup>14</sup> Government of Uganda (2007). Uganda Gender Policy. Available at: <http://www.mglsd.go.ug/wp-content/uploads/2009/09/Uganda-Gender-Policy.pdf>

<sup>15</sup> Muhanguzi, Florence Kyoheirwe; Kabonesa, Consolata and Muhanguzi, Hosea R.D. (2012): *Gender and Climate Change: Assessing Impact and Strategies for Mitigation and Adaptation to Climate Change in Uganda*. School of Women and Gender Studies, Makerere University and Ministry of Water and Environment Climate Change Unit. Available at: [http://ccu.go.ug/images/Publications/Gender\\_and\\_Climate\\_Change-Assessing\\_Impacts\\_and\\_Strategies\\_for\\_Mitigation\\_and\\_Adaptation\\_to\\_Climate\\_Change\\_in\\_Uganda.pdf](http://ccu.go.ug/images/Publications/Gender_and_Climate_Change-Assessing_Impacts_and_Strategies_for_Mitigation_and_Adaptation_to_Climate_Change_in_Uganda.pdf)

disasters (90%) (GoU, 2010: *NPDP&M*, p. 7). Because the majority of Uganda's largely rural population is resource dependent to sustain their livelihoods, a significant proportion of households have been affected by severe weather changes. For instance, over the period 2000 – 2005, more than 67% of households across the country are reported to have experienced more than one disaster (GoU: *NDP 2010/11 – 2014-15*, p. 357).



Land slides in Bududa district have left their mark on mountainsides as well as on communities. Displaced families following a landslide in 2012 are pictured here still living in tents in neighbouring communities. The 2010 land slide in Bududa buried 3 villages and was estimated to have killed over 300 people.

**Figure 5-1 Land slide in Bududa district**



Reforestation efforts have in many cases been geared towards commercial forestry, with fast-growing trees.

**Figure 5-2 Pine forest in central Uganda**

The analysis undertaken to inform the Uganda National Adaptation Programmes of Action (NAPA) was perhaps the first comprehensive assessment of the changes in weather in Uganda over time. The NAPA confirmed that there is an emerging trend of severe weather changes and the country is said to be experiencing, in order of severity, high instances of droughts, storms and landslides. The NAPA also highlighted the fact that these changes in weather

patterns are impacting negatively on Uganda's resource base which includes its climate, forests, wild life, water resources and agriculture (GoU, 2007: Republic of Uganda NAPA, 2007<sup>16</sup>, p. 26).

Evidence that communities across the country are experiencing erratic changes in weather patterns and that these changes are impacting severely on livelihoods has continued to emerge. Awareness has also increased across the country that, rather than being viewed as isolated incidents which can be addressed on a case-by-case basis, the

<sup>16</sup> Republic of Uganda (2007): *Climate Change. Uganda National Adaptation Programmes of Action*. Available at: <http://unfccc.int/resource/docs/napa/uga01.pdf>

changes are more systemic and occurring with increased frequency, variability and intensity. The numerous weather related disasters which have continued to occur across the country since the Bududa landslides disaster of March 2010 have confirmed this. This has had severe impact on community livelihoods. Course participants frequently commented on greater extremes in weather

“see [points to the sky], the rains are much heavier than before. We never used to have lightning with the rain, now they are very common”

(Course participant in Nakasongola)

patterns, with heavier rains and storms, and longer periods of draughts. Communities have also observed changes in seasons, which require farmers to adjust their seeding and harvesting time, as well as conversion to more resilient crop types. Communities are taking up climate change adaptation as a countermeasure to preserve livelihoods. Further, numerous course participants observed that community members were acutely aware that climate changes were affecting their daily lives however, they do not conceptualize the changes as impacts of climate change.

### 5.1.3 Partnership relevance

The institutional mandate to achieve climate change and gender goals and ensure that benchmarks set with respect to each issue are realized is located in line ministries which function parallel to each other. Academic institutions, such as Makerere, also function with relative autonomy and tend to focus more on achieving academic and educational goals. They are inadequately involved in national policy activism and how policies are translated into practice at the community and local government level.

Parallel institutional arrangements are replicated at the District, Sub-County and Community level. Provisions for multi-stakeholder coordination arrangements at all levels do not always function optimally either due to lack of sufficient resources, given the fact that sectors are funded separately and for specific activities, or lack of capacity. The potential for partnerships between government agencies at all levels and other actors, for instance civil society organizations and the private sector is also undermined by the same constraints.

In this context, the partnerships established between donors, two Ministries responsible for climate change and gender issues – the CCU, MW&E and MGLSD, respectively, and two academic institutions – School of Women and Gender Studies, Makerere University, and GEST, University of Iceland - to develop and implement the short course on gender and climate represent an important innovation. This partnership did not only permit the resources and initiatives which each partner was undertaking independently to be pooled together in form of a “common package” in support of gender and climate change events and processes leading up to COP 17, but also the expertise of the different partners was drawn upon and represented in the CDT to design and field test the course materials.

The project has obvious relevance within the missions of the GEST programme and the Makerere University School of Women and Gender studies, given the educational underpinnings of the project.

Further, the project is well aligned within the strategies of the two bilateral donors, ICEIDA and the Royal Embassy of Norway. The same applies to CCU and MGLSD, which are the primary government ministries with policy mandates to deliver on the two issues.

As the focus of the course was two fundamental issues of gender and climate change, the relevance for different development partners remains high, even though their main focus area may lie within either one of the two fields. There was also evidence that development partners from both sides benefited from gaining insight into issues involving the other field of expertise, and thus capacity has been built in this respect.

#### 5.1.4 Summary: assessment of project relevance

Habitats and ecosystems in Uganda are under threat from a variety of stresses such as deforestation, land degradation and heavy dependence on biomass for energy, to which climate change is an additional stress factor. As summarized in table 5-1, analysis of documents, observations, as well as field interviews have revealed that overall project relevance is **highly satisfactory**. Gender and climate change are included in Ugandan public policy schemes, and present great risk and burden for the country's largely rural and resource dependent population. Gender and Climate Change institutional collaboration and partnership at the national level was highly effective in the design and implementation of the trainings, however, in practice, institutional mandates for both issues including financing both at the national and local government level run parallel. Implementation of coordination and mainstreaming efforts are usually neither budgeted for nor funded.

Further, gender and climate change issues are present and in line with the policies of the donors.

Assessment of project relevance		
Relevance type	Evaluation	Rating
Intervention relevance at the national level	G&CC issues are included in and have value in public policy schemes at the national level.	Highly satisfactory
Intervention relevance at the local level	Short course is relevant for the community level; gender and climate change issues clearly present risk or burden for population.	Highly satisfactory
Partnership relevance	G&CC correspond to donor and partner policies, although either one of the two issues may be prevailing for the contribution of certain partners. Donor's coordination in project fulfills expectations, but was not fully transparent as formal agreements were lacking, with the exception of an agreement between GEST and the Norwegian Royal Embassy. A joint MoU between development partners would have been suitable.	Satisfactory
Overall assessment for relevance	<b>The short course on gender and climate change was overall highly relevant; for project partnership as well as national and local levels.</b>	<b>Highly satisfactory</b>

Table 5-1 Assessment of project relevance

## 5.2 Efficiency

Evaluation of *efficiency* refers to the evaluation of how inputs (funds, counseling, time etc.) have translated into results. For this purpose, the project inputs are examined, as well as results, and assessment made as to whether the weight of inputs for the project are justifiable in terms of the results or outputs. As set forth in the concept note (p.2), the expected outputs of the project, were fourfold, as follows:

- *Curriculum for a short training course on gender and climate change developed/adapted to Ugandan reality and tested by GEST and local partners.*
- *Training methodologies and tools tested and refined in Uganda.*
- *Local capacity in Uganda developed to design and implement gender-responsive climate change policies, strategies and programmes.*
- *Capacity built in Uganda to address the issue of gender and climate change among ministries, district local governments, parliamentarians, researchers, academics, civil society organisations and the media.*

As discussed in section 2.4, there was no intervention logic set forth for the objectives, and thus unclear how the project was to achieve all these outputs. The fourth and last objectives are the ones which are most vague, broad, and difficult to contextualize within the results chain<sup>17</sup>. Some related efforts to build awareness included a breakfast meeting in Reykjavik<sup>18</sup> and a high level meeting in Kampala. However, as the evaluation was primarily aimed at the course, this factor was deemed to be mostly beyond the scope of this evaluation, thus only partially addressed in this evaluation, and the focus shifted on the remaining three outputs.

### 5.2.1 Efficiency and project inputs

Project inputs were in the forms of funds from donors and local partners, as well as man-hours and materials not accounted for in budgets and actual expenditures. Table 5-2 illustrates the budget estimates for the first training session held in Mbale in March 2012. As displayed, the initial budget was only approximately 44% of the updated budget. This is due to the fact that initial estimates were made based on training for locals in Uganda, with minimum associated costs. This training was geared towards professionals within the local government, with more expensive training venues, meal costs and accommodation. Furthermore, some participants had to travel significant distances to the location of the training, with associated costs. The budget for the remaining two trainings

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<sup>17</sup> See figure 2-1.

<sup>18</sup> The meeting was held 24<sup>th</sup> February 2012, hosted by GEST and addressed by the Minister of the Environment in Iceland, Svandís Svavarsdóttir. The Ugandan CDT members attended the meeting and introduced the project.

were updated accordingly and disbursed costs did not vary much from final budgeted costs in the three training sessions.

1st pilot training in Mbale Budget estimates –UGX	Concept note budget estimates			Updated budget		
	Unit cost	Units	Total	Unit cost	Units	Total
Course materials	100.000	35	3.500.000	100.000	35	3.500.000
Rent of training venue	112.500	5	562.500	300.000	5	1.500.000
Meals for 35 participants and 5 Trainers				64.000	200	12.800.000
Accommodation for 35 participants and 5 Trainers	62.500	225	14.062.500	140.000	200	28.000.000
Field visit transport				100.000	7	700.000
SDA for 35 participants	12.500	175	2.187.500	12.000	200	2.400.000
Module/session preparation by local facilitators including the CDT members	262.500	10	2.625.000	250.000	15	3.750.000
Presentation fee for local specialists including the CDT members	212.500	10	2.125.000	200.000	15	3.000.000
Transport/Fuel refund for local specialists including the CDT members	50.000	10	500.000	700.000	1	700.000
Transport refunds for 35 participants				40.000	35	1.400.000
Administration and communication				700.000	1	700.000
<b>TOTAL</b>			<b>25.562.500</b>			<b>58.450.000</b>

Table 5-2 Comparison of first training session budget and updated budget

This variation further shows that it is questionable to make direct cost comparisons between training offered elsewhere, as the nature of training and target groups will have substantial impact on cost structures. This undermines any comparative analysis made with other training carried out in Uganda or elsewhere in Africa.

Total costs between training sessions varied somewhat, but total cost of training session in Mbale was UGX 58,450,000, or \$23,380;<sup>19</sup> total costs in Lira was UGX 44,160,000, or \$17,664; and total cost in Masindi was UGX 79,581,000, or \$ 31,828.40

Therefore, costs for each training session ranged from \$31,828 to \$17,664. To examine cost variations and make comparisons between courses, cost per student, or unit costs are of relevance. Costs per student in the Mbale course was \$637, cost per student in the Lira course was \$706.60, and cost per student in the Masindi course was \$636. Thus, the average cost for the short course per participant ranged from USD 636 to \$706. Per unit costs for the training sessions in Masindi and Mbale were similar, but course participants were 52 and 50, respectively. Course participants in Lira were only 25, which translates into slightly higher per unit costs of \$140 per person per day, instead

<sup>19</sup> UGX 2500 = USD 1

of \$ 127.<sup>20</sup> For future reference, these numbers can vary from one course to the next, depending on the venue costs, location of session, districts etc.

Participant number of 50 was deemed to be suitable by the CDT, and this evaluation revealed no difference in perceptions between participants of the smaller training session in Lira on one hand, and the larger ones in Mbale and Masindi on the other. Thus based on the above, with 50 participants, direct short course cost per participant is estimated to be \$636 for each course session. This excludes costs associated with coordination and planning. If 10% of costs are added for course coordination, planning and incidental costs, then total costs amount to \$700 per each participant.

It is difficult to obtain numbers for similar trainings for comparison purposes. As illustrated by the comparisons of the initial budget and updated budget in table 5-2, training costs vary substantially depending on the group trained, venue, SDA, trainers and transportation costs. Local day-training in villages, conducted by locals may go as low as \$20-50 per day for each participant. When the target group is district governments, trainers come from the capital, and the training last for multiple days, costs inevitably increase. Further, this training had multiple trainers, and included field trips, which further add to the cost.

As an example, cost for short courses offered by the African Environmental Centre on Climate Change amount to ZAR 850 per day, or approx. \$88 per day, which excludes accommodation and transportation. UNESCO-IHE short course on environmental planning and implementation<sup>21</sup> amount to approximately \$1,170 per week, or \$234 per day. Another example acquired for the purposes of this evaluation, was regional training which amounted to \$600 per participant. \$140 per participant per day, is therefore considered to be acceptable, given what the course entails and costs included.

Evaluators found no sign of waste or fund abuse, but it should be noted that this evaluation is not a financial audit. Firstly, even though financial sizes are used to evaluate certain factors, this evaluation did not apply financial audit methods and secondly, evaluators had limited access to financial data from all development partners.

Table 5-3 illustrates the cost breakdowns for the three phases of the project, for each of the development partner, both in monetary terms, and brief assessments of contributions which were not accounted for in budgets or project expenditures, but were of value for the project. It should be noted that donor partners do in general not keep detailed project, or cost accounting, which makes total cost estimates vague. Additionally, as displayed in table 5-3, considerable contributions were not accounted for.

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<sup>20</sup> If costs are divided between the five days of training.

<sup>21</sup> See: <http://www.unesco-ihe.org/Education/Non-degree-Programmes/Short-courses/Environmental-Planning-and-Implementation>

Development partner	PHASE 1: preparations	PHASE 2: course development <sup>22</sup>	PHASE 3: implementation of a short course	PHASE 4: External evaluation
ICEIDA	2 weeks expert work Logistical support for two weeks \$500	4 weeks expert work \$26,720	8 weeks expert work Logistical support for six weeks \$64,274	
Royal Norwegian Embassy	\$14.450	\$25.000	\$65.550	\$30.000
GEST	\$6.013	\$6.012	\$17.253	\$2.000
MW&E CCU	2 days expert work	4 weeks expert work	8 weeks expert work	
MGLSD, Directorate of Gender	2 days expert work	4 weeks expert work		
Makerere University School of Women and Gender Studies	2 days expert work	4 weeks expert work	8 weeks expert work	
Ministry for the Environment and Natural Resources in Iceland	2 weeks expert work	0	5 weeks expert work	

Table 5-3 Cost breakdowns for each phase of the project

### 5.2.2 Efficiency and results

One of the greater risks of capacity building programs in developing countries, is that they will extract resources from participants, such as time and efforts which would have been used productively if participants had not been attending the training. It should be kept in mind that the short course represents an opportunity cost of a whole work week for key personnel in district governments, or a secondary school headmaster, for example. Also, when overall supply of training increases, such marginal costs increase, as productive time decreases. It is therefore of utmost importance that course participants gain sufficient knowledge and skills, e.g. that overall benefits deriving from the course exceed not only actual costs of the course, but also any associated opportunity costs.

“Training, training, training. We spend so much time on training, and it really does not change much. This one was different. We now have tools and plans we can use in our work and it has changed so much.”  
(Participant in Mbale)

To assess the efficiency of the project, its outputs have to be examined. Outputs can be divided into the design, material and presentation of the short course itself on one hand, and the three training sessions on the other, as per the RBM results chain presented in figure 2-1.

### 5.2.3 Short course design, material, and presentation

There are many factors that have to be taken into consideration when designing course material for such a target group. It has to be sufficiently condensed to be of use to participants as the course only takes one week, it also has to be sufficiently basic in nature, as most course participants have had limited previous training or education in either the field of gender, climate change or both.

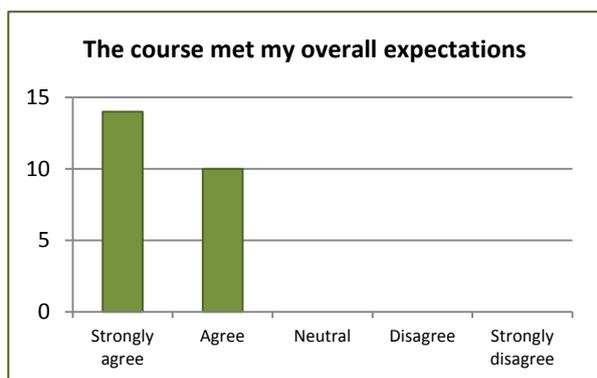


Figure 5-4 Questionnaire results: overall expectations

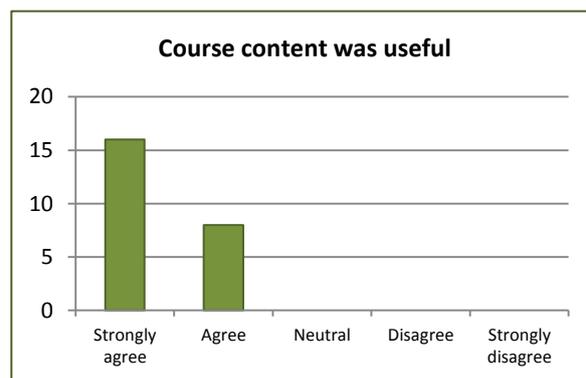


Figure 5-3 Questionnaire results: usefulness of course content

It is evident that course material has indeed been developed and finalized. Reactions to the questionnaires administered by the CDT upon completion of the training indicate that participants were highly content with the teaching material, course structure and approach. Questionnaires completed by course participants as part of this external evaluation also indicate that the course met the overall expectations of the participants in all the three training sessions and that the sessions were well organized. Figures 5-3 through 5-5 show this. Course attendees were also highly satisfied with the course design, presentation and found the course material to be appropriate for the target group. Many commented that the course had been “a real eye opener”, and that they had used the skills they acquired in their work and daily lives.<sup>23</sup> There were certain qualities of the training which made it stand out from other initiatives of similar nature.

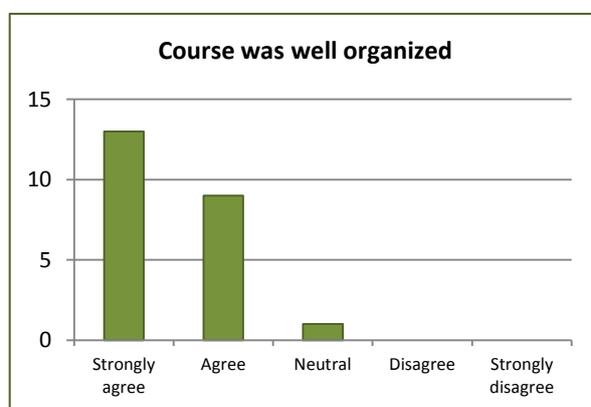


Figure 5-5 Questionnaire results: Course organization

First, the links with practice on the ground which the short course offered, was very well received by participants. Trainees got the opportunity to visit actual, ongoing projects in the field, make comparisons and discuss alternative solutions to issues of gender and climate change. This allowed

<sup>23</sup> Further discussion on course effectiveness is set forth in the following section.

them to link theory with practice and contextualize various solutions. Secondly, the practical emphasis proved to be of great value. Participants formed their own commitments for action, which was appropriate for their position, area of expertise and work. A school headmaster committed himself to implement a tree planting program in the school and neighboring communities, a communication officer committed herself to carry out educational programs via radio and by other means, and a district planning officer committed himself to integration of G&CC into district development plans. Course participants wrote their commitments on paper, and later received copies of their commitments by mail. This is a clever idea which encourages trainees to carry on with their efforts even though the training has already completed.

Thirdly, participants were highly appreciative of the course material, which seems to have been well tailored to the audience, and each attendee also received printed training material and an USB containing additional information, which they could use for their efforts at a later date, as well as printed material. A number of participants claimed that it had been very useful for them. Lastly, the teaching approach was successful, all trainers received a positive feedback in the CDT questionnaires, and they also received numerous compliments during evaluation data gathering. The planned number of courses were conducted in accordance with plans but it was furthermore astute to vary the number of course attendees between courses, in order to test the suitable number of attendees for each session.

#### 5.2.4 Summary: assessment of project efficiency

Efficiency of capacity training in development countries commonly presents a risk, as excessive training reduces productive time, and therefore it is of utmost importance that training held is productive and yields high returns. Overall assessment of project efficiency is satisfactory, as displayed in table 5-4.

Assessment of project efficiency		
Efficiency type	Evaluation	Rating
Project input/costs	Initial project budget for course implementation was vastly underestimated, but updates for first training sessions were sensible and expenses were in line with budget. Training cost was assessed to be approximately \$140 per day per participant, which is reasonable given the costs of comparable trainings.	Satisfactory
Efficiency and results/outputs	All short course outputs were produced according to plans.	Satisfactory
Short course design, material and presentation	Evidence suggests that the short training course on gender and climate change has firm links with practice on the ground and strong practical emphasis. Also, assessment of teaching material, approach and trainers is favorable. This indicates that the short course design, material and presentation has been successful.	Highly satisfactory
Overall assessment for efficiency	<b>Overall, the short course for G&amp;CC are assessed to be satisfactory.</b>	<b>Satisfactory</b>

Table 5-4 Assessment of project efficiency

### 5.3 Effectiveness

Evaluation of effectiveness entails a measure of the extent to which the project has attained, or is likely to achieve its objectives and assessment of major influencing factors of the achievement or failure thereof. The participant survey was a useful tool for assessing effectiveness, although, as discussed in section 4.2, the sample is not sufficiently large for the evaluators to be able to generalize about the population. The questionnaire results should therefore be interpreted with care, and the results rather be regarded as indicative of participant’s perceptions. Descriptive statistics, in the form of column and pie charts are set forth to convey the responses, which give an indication of the views of participants in the short course.

The full evaluation scheme is set forth in annex 3, but the key evaluation question for effectiveness is whether the objectives of the short course have been obtained. This entails to what extend knowledge and understanding of the causes of climate change and its impacts on development and gender relations have been built and to what extend local capacity has been built to design and implement G&CC policies, strategies and programmes. Further, M&E and supervision mechanisms are considered to be necessary preconditions of effective projects.

#### 5.3.1 Knowledge and understanding

As a part of assessing effectiveness, this evaluation seeks to answer to what extent knowledge and understanding of the causes of climate change and its impacts on development and gender relations in Uganda have been built. This question can be directed towards the group of participants, on one hand, but also towards others who have benefited from educational and outreach programs that have been initiated by course participants. When participants were asked whether they had been able to apply the knowledge gained the from the course in their work or daily life, all participants responded positively<sup>24</sup>, and various examples were given,

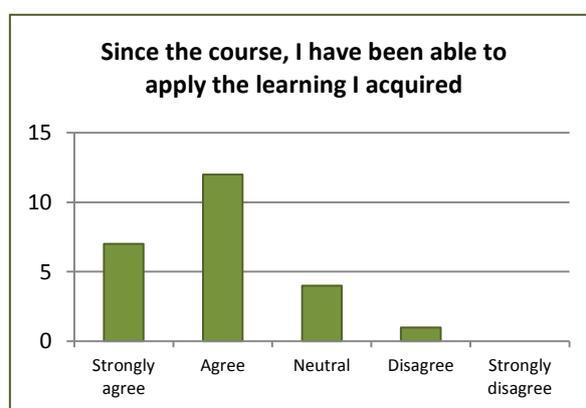


Figure 5-6 Questionnaire results: participant learning

ranging from personal efforts within participant’s own home, such as building a local cooking stove to save firewood, planting trees, reducing smoke in kitchen by providing extra outlets, and using chicken and goat droppings in own gardens, to climate change proof district development plan.

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<sup>24</sup> Two participants did not answer the question.

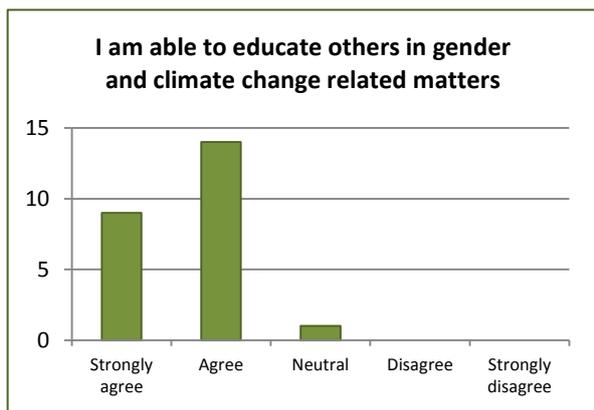


Figure 5-7 Questionnaire results: capabilities to deal with G&CC related issues

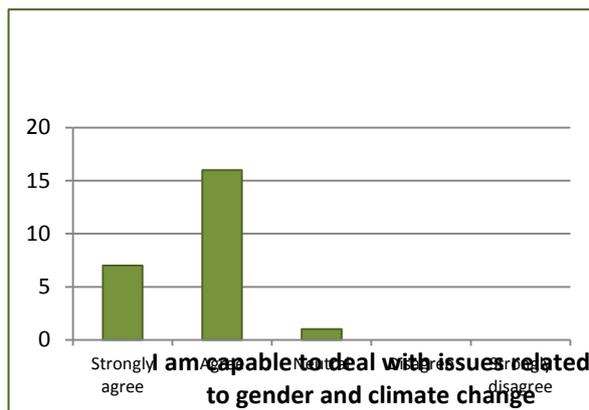


Figure 5-8 Questionnaire results: ability to educate others

Also, training of local environment committees in sub counties was mentioned, as well as training of wetland resource users, covering gender and climate change related issues on radio talk shows, and

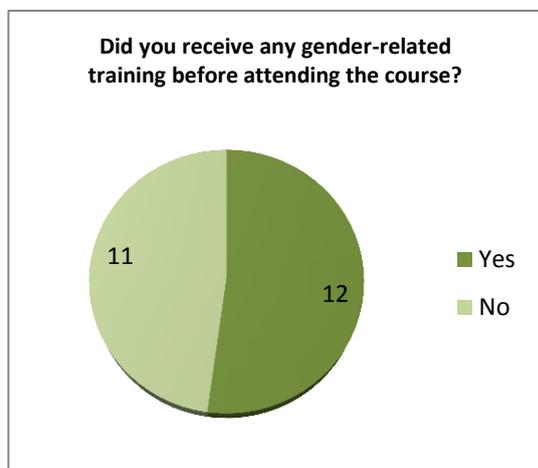


Figure 5-9 Questionnaire results: gender training received

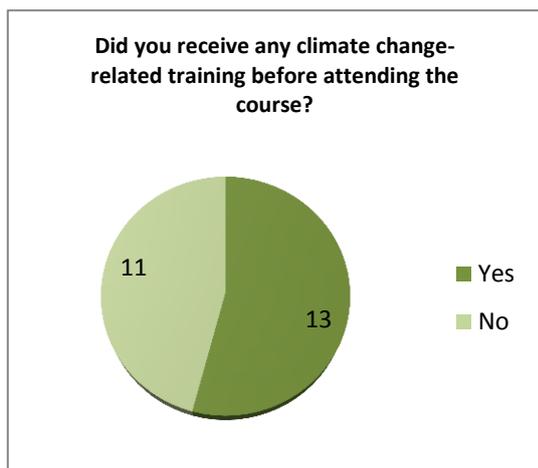


Figure 5-8 Questionnaire results: climate change training received

disseminating information on tree planting and new methods for water harvesting. This is in line with the results shown in figure 5-6, as all participants feel that they have been able to apply the learning they acquired since the course. This also reinforces the views commonly expressed by participants, that the short course had been exceptionally practical.

Participants acknowledged increased awareness of the importance of gender issues in climate change and the importance of disaggregating their messages when dealing with communities with the understanding that the needs and interests of women versus men, young people versus old, are different. A significant number of respondents to the questionnaire indicated that they pay particular attention to women and women's groups in their interventions especially in efforts to promote energy saving stoves, tree planting, and bee-keeping. Important as these acknowledged improvements in knowledge and awareness are, however, there is a danger that gender issues in climate change are going to be limited to the practical level, and will, unless specific measures are taken to ensure that it does not happen, inadequately addressing the more strategic gender concerns in climate change. The danger of this happening is further increased by the fact that, Community Development Officers, who are

supposed to ensure that gender is mainstreamed at the level of both district and sub-county local government also tend to focus on general community development and women's projects which are geared towards addressing practical needs of rural women.

Participants also expressed their increased confidence and capabilities in dealing with issues related to gender and climate changes, as well as their enhanced ability to educate others in gender and climate change related matters, as displayed in figures 5-7 and 5-8.

In order to determine whether participants had had any previous training in either issues of gender or climate change, these factors were tested in the participants' survey. Over half of the respondents had indeed attended gender and/or climate change training before attending the short course. Given the target group, this may not be surprising, as attendees are often senior persons within district local governments and civil society organizations who have received various training in gender and climate change, or for whom the two issues are within their area of expertise. During interviews and focus group sessions, participants expressed appreciation for the short course training in particular, because of its hands-on and practical nature, when compared to previous training in the same fields. The stated aim of the short course, and its added value, to bridge the gap in knowledge and promote gender responsive policy and practice when addressing climate change challenges, evidence suggests that increase in knowledge and understanding is still to some extent about gender and climate change as separate entities.

Participants have taken number of actions since the short course, also within their own homes: "I have two children, a boy and a girl. Since I attended the course, I try to give them the same duties and responsibilities within my home. I learned that it is important to be gender sensitive within the home also"

(Male participant in Jinja)

### *Local capacity*

In order to encourage course participants to take action following the training, the CDT enlisted specific commitments which they would undertake within the context of their work. The participants' survey questionnaire administered for this evaluation asked respondents to describe their commitments and their responses reflect the different commitments made. Interestingly, with the exception of one respondent whose comment was "not yet" none of the other respondents left this part of the questionnaire empty. This clearly indicates that participants could recall their commitments, even though the first training session took place some 14 months ago. The following list of commitments made shows the diversity of commitments by participants, with the varied issues of interest highlighted:

- **Report to DTPC** - which was presented and discussed
- **Sensitising DTPC (HODs)** - done, but for a very short period during meeting. 2. Appointing CC focal person - not yet done. 3. Report to CAO - presented.

- To **improve at least one village in terms of tree planting** i.e. most households in the village to plant trees/wood lot.
- I committed myself to ensure that I **practice my gender understanding** to involve all groups, based on age, sex, so that they all benefit from my training.
- At school. Trees in form of hedge trees have been planted to support the school fence; I have **planted 200 pine trees** at my home - Kibibi-Budondo sub-county in Jinja district.
- One of the commitments was **mainstreaming and integrating gender and climate change into the District Development Plans**, and we are into the planning process.
- **Educate my community about the environment**, I did partly.
- Committed to **promote use of fuel efficient stoves** of my household and wider community; **Promotion of agro-forestry** (tree-planting borders cultivation); I have fulfilled the commitment in my home and among Oyam communities in collaboration with other partners.
- To **train District leaders on climate changes/climate change awareness workshop**. To **hold radio talk shows** (5) to **educate the public about climate change**. To **lobby University authorities** of Lira constituency college to introduce a course on risk reduction and climate change programme.
- Already raising 2000 pines for planting. **Encouraging others to do the same but while conscious on gender issues**.
- **Disseminate information to other leaders**. I held a discussion with the District Production Officer and gave them the documents from the course.
- **Hold a talk show** with the community to educate them on gender and climate change related issues. **Develop spot messages** to remind the community on the dangers of climate change. However, little has been done due to lack of funds.
- **Integrated gender and climate change in our ongoing activities**.
- The commitments made at the end of the course to get feedback from the trainers to check on the progress of our work/plan as concerned the course attended. Each trainee was tasked to **plant trees** or any other involvement related to gender and climate change.
- To initiate the formation of a **tree planting club in school**, which is now very effective. 2. **Trained the community**. 3. **Involved the religious leaders in educating the community**. **Have a budget** to enable us to fulfill our obligations of planting trees this year.
- To create **awareness on protection of environment in schools and with farmers** (ongoing).
- We proposed to **write a report** to CAO and brief the technical Committee; **Sensitize stakeholders and the community**
- Not yet
- I pledged to use the knowledge acquired by: **adapting proper methods of soil and crop management** in my farm plots e.g. agroforestry, etc.; adding green vegetation to the environment through **planting trees** (artificial forest); teaching my students to appreciate **environmental conservation**; use better methods of farming, plant trees, empowering them with the knowledge on **alternative sources of energy** other than firewood.
- **Creating and engaging marginalized groups into climate change mitigation and adaptation measures**. Women from Bududa, Mbale and Manafwa have been trained in using locally available and cheap materials to make **bee hives as an alternative way of fighting poverty**. At least each participant has 10 beehives and out of that 9 are colonized.
- **To integrate gender into climate change interventions** and this is being implemented.

Diversity in commitments is partially due to the fact that participants come from different eco-regions, and are therefore addressing different challenges on the ground. Also, participants hold

different positions and therefore use different channels and approaches to instigate change. In this context, it should be kept in mind that this group of respondents represents only 18% of the persons who have received the training to date and therefore the overall variety of actions taken may be even broader.

As shown in the above responses, many participants commented on the progress made on the commitments they had made. If course is to be considered truly effective, changes have to materialize in the form of action on the ground. Making commitments is not enough, actions need to be taken. The list of commitments made reflects some of the actions that have already been taken. Also, around 50% of participants responded positively when asked whether **the course had resulted in any changes in initiatives at the local level** in the district. Table 5-5 shows some of the examples given of the initiatives undertaken, as well as an elaboration of the reasons why initiatives had not been taken. It should be noted that during interviews, participants did cite lack of funds and resources as a major constraint for implementing their planned programs.

Initiatives at the local level: Has the course resulted in any changes in initiatives at the local level?	Why have initiatives not been taken?
<ul style="list-style-type: none"> <li>• Yes, especially through me. I try to share this with some sub-county extension staff.</li> <li>• People in the district in some rural places have embarked on the tree planting programme. In town, woodlots have been set up to curb the problem of global warming.</li> <li>• Creation of awareness in farmer groups. Some group members are aware of gender and climate change.</li> <li>• One third representation or more on any project or programme by female. Example: during selection of beneficiary farmers, 1/3 of the beneficiaries or more are female. This is gender concern. On climate change initiative; every household is encouraged to plant fruit trees or other species which would enhance climate change.</li> <li>• At the local level, the farmers CLEAR-Uganda works with are more aware of the need to protect their environment by planting trees and utilising organic recyclable materials in their gardens as adaptation and mitigation methods. At the district local government level, much remains held up in bureaucratic and budgetary constraints.</li> <li>• Though minimal, the changes are eminent: residents are adopting use of energy saving stoves; they too are planting forests - man made; some farmers are practicing agro-forestry; some people are increasingly relying on electricity for lighting (biogas and HEP).</li> <li>• We have made environment impact assessment a mandatory for every development project in the District. This is done by the Environment Officer. The training has strengthened the (word not clear); Households, especially women have been encouraged to carry out agro-forestry under the production department and NAADS programme.</li> <li>• Women from Mbale, Manafwa and Bududa districts have been identified and trained to promote bee keeping and sustainable approach to climate change and poverty alleviation; The course enabled me to realise that women, since they are the ones who use fuel efficient stoves and yet are not consulted during construction; I was able to mobilise and train them. This has led to increased adoption of FS stoves.</li> </ul>	<p><b>[Work is planned, but not yet implemented, or has not yielded results yet]:</b></p> <ul style="list-style-type: none"> <li>• Local levels not yet sensitized.</li> <li>• We are yet to meet the community as a group that had the training.</li> <li>• For the first time, as a district, we are just planning and budgeting for climate change mainstreaming. A lot has been done on the gender side and the Community Development Officer has the overall coordination for the programme activities, he is implementing on ground and at local level.</li> <li>• Not yet</li> <li>• It is hard to tell now</li> <li>• The impact is yet to be assessed.</li> </ul> <p><b>[Limited resources]:</b></p> <ul style="list-style-type: none"> <li>• Little has been done on the ground because few people are aware - the programme since the trained participants are limited by the resources to reach out to communities.</li> <li>• No funds</li> </ul>

Table 5-5 Initiatives at the local level

A number of interesting initiatives, which also reflected the effectiveness of the short course, were uncovered during interviews with participants. To pass on some lessons from the evaluation fieldwork in this regard, three success stories are presented. These are from participants of each of the three training sessions, from different districts, and each one holds a different role in their communities: the first one is a secondary school headmaster, the second one is an NGO worker, and the third one is a district environmental officer. This variability is reflected in their different initiatives and focus.

## SUCCESS STORY: SECONDARY SCHOOL HEADMASTER



**Name:** Robert Abak

**Position:** Headmaster, Ngali Secondary School, Oyam

**Short course attended:** Lira, July 2012

Ngali Secondary School stood out in the course of this evaluation as an institution slowly recovering from the ravages of war and conflict which engulfed the entire Northern Uganda region for decades. The scars of war evident in dilapidated buildings and a degraded environment are slowly being replaced by new structures and an ambitious tree-planting and re-forestation programme championed by Mr. Abak, the head teacher. He participated in the short course training in Lira to which he partially attributes his inspiration and encouragement for his efforts.

The school was used as LRA camp during the conflict era, but has now been open for the 4<sup>th</sup> year, and the future is bright, according to Mr. Abak. Following the training, Mr. Abak volunteered to create awareness about climate change and gender throughout Oyam. "I am a volunteer, I am asked to come and educate people. The end result from climate change is nothing but poverty and death. There is no way we are running from this." He has given talks to hundreds of people in churches, community meetings, schools etc. "I trained the adults, and it really touched them. Programs have to reach down to the local level." Mr. Abak has trained people to conserve, to bring back lost plant species, and to know when to plant, since the seasons have changed. His training has also focused on biogas systems and energy saving stoves.



Mr. Abak points to tree seedlings for his tree planting program at the Ngali Secondary School

As a teacher, and recognizing the youth as key in promoting environmental conservation, Mr. Abak works with both male and girl youth in his school and is eager to share his knowledge and expertise with other schools. Guided by the conviction that it is important to take concrete steps and utilize whatever local resources are available to promote environmental conservation before searching for outside funding and resources, Mr. Abak has not only been able to achieve a lot with relatively low resource, but has, as a result of demonstrated success been able to construct new school buildings and even install solar power which serves the whole school. His tree planting program is very extensive, both for the school land, and student homes. "I give the children a list and seedlings to plant at home. They will educate the parents. The program is good, give it enough time and it will reach the people."

Mr. Abak has taken up cooperation with a local NGO, Tree Talk, Middle North Uganda so support his tree-planting program. Angole Dorcus from Tree Talk also presented her programs to the evaluation team, but they support 40 schools in the district, and promote indigenous species of plants to maintain biodiversity. Tree Talk supports the Ngali School with tree seedlings. Mr. Abak explains how the Tree Talk program benefits the school: "they give me seedlings for three consecutive years. Then we will give them seedlings for three consecutive years".

"This is the most well organized training I have had. I enjoyed the course, this one lined practice with practicality."

Figure 5-10 Success story: secondary school headmaster



Charcoal trade in Uganda promotes deforestation

<sup>25</sup> Figure 5-12 Charcoal truck in central region Uganda



Schoolchildren at the Ngali Secondary School

Figure 5-11 Schoolchildren in Oyam district

### SUCCESS STORY: NGO OUTREACH PROJECT OFFICER



**Name:** Catherine Adowa

**Position:** Environmental scientist with CLEAR Uganda

**Short course attended:** Mbale, March 2012

Catherine Adowa is an environmental scientist who attended the Mbale short course in March 2012. She works at the *Centre for Land Economy and Rights of Women (CLEAR)* Uganda, which is an NGO that promotes local action to achieve MDG 1 commitments to reduce hunger and realize household food security in Mbale District in Eastern Uganda. She works on an outreach and educational program on the village level and finds that the short course has greatly benefited her in her local outreach work.

“First of all, I appreciated the material; the coursework really opened my eyes. I realized that gender is not only about men and women; it is about the children, and the old, the disabled and so on. The course has really benefited me in my work with communities.”

“I found out that the responses about climate change are different between age groups, between genders etc. Also, the course gave me such confidence. Now, I feel I can go out and talk to people about climate change and gender, with such confidence, I know what I am talking about. Outreach becomes so much easier.” “The course strengthened my ability to work with communities, I am more culture sensitive. I discovered gender gap in so many things. Now I also appreciate traditional knowledge, the knowledge of the oldest. I always go to the oldest people in the communities to learn from them. We can learn so much from them.”

“Now I share the knowledge with families and communities. And I never mention the word climate change, because that is something big... something out there [points to the sky]. But people know a lot about climate change. I ask them: when did you start weeding this year? And they say: around 20th April. And then I ask them, when did you start weeding last year? And they say: around 5th April. And then I ask them about when they started planting this year... So, they know, they know about climate change, but they don't call it climate change.”

“The structure of the course was good; it was very beneficial to have discussions and group work. It was excellent.”

Figure 5-13 Success story: NGO outreach project officer

<sup>25</sup>Uganda charcoal industry has an impact on deforestation, see for instance coverage from IRIN on Uganda charcoal trade: <http://www.irinnews.org/report/94810/uganda-charcoal-boom-a-bust-for-forests>

## SUCCESS STORY: DISTRICT ENVIRONMENTAL OFFICER



**Name:** Otike Pabius

**Position:** Lira District Environmental Officer

**Short course attended:** Lira, July 2012

Otike Pabius is the Environmental Office for the district of Lira in Northern Uganda and he attended the Lira short course in July 2012. Since the course, he has initiated a wide ranging outreach and educational program and tapped into different resources to support his efforts. He has held workshops for policy makers, politicians, technical staff, extension staff, boards, commissions, religious leaders and educators within the region.

“I have made three big commitments during the training on gender and climate change. The first commitment was to raise awareness among policy makers both at the district and sub-county level on disaster reduction and climate change. My second commitment was to run about ten radio programs between that time and up till the end of this financial year, to educate the public on disaster reduction and climate change and how it impacts the community and how the community would go about addressing the issue of climate change. Then, my third commitment was to lobby partners in order to be able to solicit for mechanisms for implementing programs. That would assist our communities in the fight against climate change.”

“In order to achieve my commitments, we have been able to get support from the government, the Uganda Farm Income Enhancement and Forest Conservation Project and we have been able to mobilize our communities and engage them in massive tree planting; over one million tree seedlings have been planted. In our tree planting program in the district, we emphasize women groups. And when you look at the statistics of the support, you find that out of over 3000 households we are supporting, about a half of that support has been focusing on women. With the support from International Lifeline Fund and Full Forestry we have been able to mobilize our communities and engage them in fuel wood efficient stove production. And we also train members of the communities to be able to construct for their members and to maintain it. And now, most of our communities are using fuel efficient stoves in their homesteads. And I know that is a big achievement in the fight against environmental degradation and contributing to reducing the impact of climate change as well. And in that vein, we are helping the women in the task that they face, in looking for firewood, and health related problems like bronchitis. Because it burdens the ordinary woman down there. But now that they have this technology, they are better off. Also, there is a project that has been initiated by the National Environment Management Authority, the waste composting project. We are engaging both men and women, they are participating equally in managing the waste and they are ensuring that it is recycled. They are making composts out of it. So, you find that it is a great benefit to both men and women because they use the product on their field, boosting their production.”

“My vision is, within the next two and a half years, to see the issues of climate change and disaster response fully integrated in our district plan. Fully integrated in all the sub-county plans so that we implement climate change responsive programs.”

“I had the course in July last year and it gave me a lot of push. Because that training, the way it was organized was very good. We had a lot of field trips out there to see the real life issues on the ground. Then we would come back and discuss it, to see if we were out there, what would we do in order to help the situation on the ground? So, it was very practical and it was based on real life situations. And I would recommend that future training on climate change and gender issues should be tailored like that; interactive with the local situations on the ground.”

Figure 5-14 Success story: district environmental officer

### *5.3.2 M&E and supervision mechanisms*

Monitoring and supervision mechanisms play an important role in achieving desired project objectives through a systematic process of keeping track of the performance and progress by continuously or systematically reviewing the flow of inputs and outcome indicators. To enhance alignment, an optimal system is where monitoring and evaluation is integrated into government systems. There are currently no M&E mechanisms in place at CCU or MGLSD, although with current trend in public sector performance management and expected elevation in the of CCU to a Government Department (CCD) under the Ministry of Water and Environment (GoU, 2013(a): p. 39) which will also see an increase in manpower within CCU, an M&E system should, ideally, be put in place for Gender and CC in the foreseeable future. Often, such responsibilities are undertaken or supported by donors.

The CDT assessed the success of the short course sessions carried out, by administering a survey to course participants. This proved to be a tremendously valuable tool for course development, and the three training sessions were monitored by the CDT members, including experts from Iceland, who attended the sessions as observers. Reports were made after each session, outlining the results from the questionnaire administered by the CDT and presenting an assessment of progress and lessons learned.

### *5.3.3 Institutional arrangement*

The institutional arrangements for the short course were advantageous in a number of aspects. Leading institutions within Uganda from the respective fields took an active part in the formulation and development of the course and worked alongside GEST and ICEIDA. This has no doubt added great value to the short course, and, in part, explains why it was so well received by participants. Further, during the final session CCU took on the responsibility as the lead coordinating agency, which enhanced the alignment of the project within GoU organizational structures.

An interesting side-effect of the short course was the knowledge and capacity built amongst CDT members themselves. The acknowledged having gained valuable insights into issues that were not their primary field of expertise, and an increased appreciation of the situations on the ground.

### 5.3.4 Summary: assessment of project effectiveness

Assessment of project effectiveness		
Effectiveness type	Evaluation	Rating
Knowledge and understanding	Knowledge and understanding of G&CC issues has increased due to the short course	Highly satisfactory
Local capacity	Local capacity has increased, participants have faith in their own capacity, and have initiated action on the ground	Highly satisfactory
M&E and supervision mechanisms	Appropriate M&E supervision mechanisms are not yet in place for measuring success on the ground, but CDT took measures to monitor progress with regards to course formulation and design, and final evaluation was conducted.	Unsatisfactory/satisfactory
Institutional arrangement	Institutional arrangement, with its great integration of Ugandan institutions was favorable for the project, as local capacity was built, and the project benefited from local expertise.	Satisfactory
Overall assessment for effectiveness	<b>Overall, project effectiveness is assessed to be satisfactory, and successes with regards to local capacity built as well as increased knowledge and understanding of participants is commendable.</b>	<b>Highly satisfactory</b>

Table 5-6 Assment of project effectiveness

## 5.4 Project Impact

As discussed in the previous section on short course effectiveness, there are many indications that the short course has already had substantial impact, and due to the fact that changes are underway in district plans and policies, that this impact will be long lasting and continue to set off positive changes in the nearest future. However, it should be noted that assessment of the actual impact of the Short Course on Gender and Climate Change is to a great extent pre-mature as this evaluation is being done not long after the completion of the three pilot training sessions during which the course materials and curriculum were field tested and refined. Impact generally refers to the long-term results and changes produced by a development intervention and concerns intended and unintended results.

The core evaluation question regarding impact is whether the project has had some positive and/or negative, planned and/or unforeseen, direct or indirect impacts. More specific questions are whether participants have been able to educate others, if any G&CC related initiatives in the districts have been supported by trainees, if the project has made any real differences to beneficiaries, and if so, which, and how many people have been affected? In terms of intended and unintended results, this evaluation assessed whether participants have been able to apply for funding to support their gender and climate change work, if any funding raising initiatives and applications are underway, and if participants have been able to support G&CC projects? Finally, the evaluation assessed whether capacity has been built at the coordinating level, and if any other unanticipated changes have occurred as a result of the project. These questions are all very broad, the actual intervention is

small, and due to the short timeframe, this evaluation can only partially address these questions. In the following section some indicators of project impact are discussed.

#### 5.4.1 Project impact – impact of participant actions

“After the course, I was able to approach the Welsh Government support to promote women's groups in bee keeping as a synergy in tree planting, in order to make women guard their project trees jealously while at the same time earning money to improve household income. Women workshops were organized and women trained as trainer of trainers under Bungokho Rural Development Centre to break the cultural resistance and gender discrimination by using women as ToTs to promote fuel stoves.”

(participant in Mbale)

One focus of the course was funding mechanisms for G&CC, and when participants were asked whether they had **used their knowledge about funding mechanisms**, a number of participants responded positively. The ones who responded negatively either cited the short time frame, e.g. that such work was still underway, limited opportunities, that more resources or training was required, existing opportunities were not clear, or the task was beyond the individual's capacity. Other participants have already started integrating gender and/or CC issues into district plans and activities, or have completed that task. In Jinja district, for example, plans for 2013/14 now include the establishment of fruit tree nurseries for farmers to access and integrate agro-forestry on their farms.

When asked about whether any **policy or planning changes were being done, or were underway in district development plan as a result of the course**, 15 participants responded positively, which represent 63% of respondents. In this context, it should be noted that some respondents do not work within the district government, and may therefore not be in a position to influence district planning, or be informed about changes in district plans. The following are some examples of such changes:

- We are still in the planning process. The District Council is approving the District Integrated Development Plan on 30/04/2013
- According to our meeting with the district authorities, the district showed willingness to include gender and climate change programme in their budget. It will yield positive results.
- Mainstreaming Climate Change and continuing to strengthen gender in the DDP
- The production, marketing and natural resources sector has developed a policy on food security and the policy promotes agro-forestry practices as a climate change mitigation measure.
- The process of ensuring that the district development plan and all sub-county development plans are made climate change proof is ongoing through the mid-term review mechanism.
- Emergency plan for disaster risk reduction. Reviews in the development plans with integration of climate change issues.
- Some committees have been formed and DDP is written mainstreaming gender and climate issues.
- In the DDP - gender and climate changes issues have been streamlined, especially on the issues of water for production as the main challenge affecting productivity.
- MADIFA 5 year strategic development plan, District Development Plan.

- CLEAR-Uganda held meetings at the district level around adaptation for farmers by providing drought resistant seed to farmers. However, the district planning follows procedures that mean implementation may take some time.
- It is underway and we are in the planning process.
- It is hard to tell but during the Budget conference I raised the need to incorporate climate change and gender in the planning process.
- We are in the planning period and I have submitted climate change activities for incorporation into the district budget.
- Deforestation in the district is prohibited; farmers are encouraged to practice agro-forestry under NAADS programme by issuing seedlings; artificial forestry campaign is ongoing, people are given seedlings to plant.
- During the planning phase and development of development plans, climate change and gender issues have been reflected.
- As the district integrates the ITCP (Integrated Territorial Climate Plan) in the development plan, interventions. Such as the improved cook stoves promotions, the tree planting and other sector interventions are directly responsive to women and gender concerns.

This indicates that, despite the short timeframe, the short course has contributed towards policy implementation and plans within districts, which demonstrates its potential for long term impact.

As illustrated by the three success stories in the previous section, these three individuals alone have been able to instigate substantial improvements in areas of G&CC issues within communities in their districts. Furthermore, it has already been established that course participants feel that they have been able to apply the learning they acquired in the course, which is also a positive indicator of project impact, as their learning translates into actions. Various G&CC related initiatives in the districts have actually been supported by trainees, and the project has instigated real differences to beneficiaries, who are in this context defined as local people. However, it is difficult to estimate how many people have been affected, but if one considers the number of initiatives mentioned by participants and the number of associated beneficiaries, they can be counted in thousands of people. To provide an example of results generated by a single individual, a result maps for the District Environmental Office in Lira district is set forth in figure 5-17.

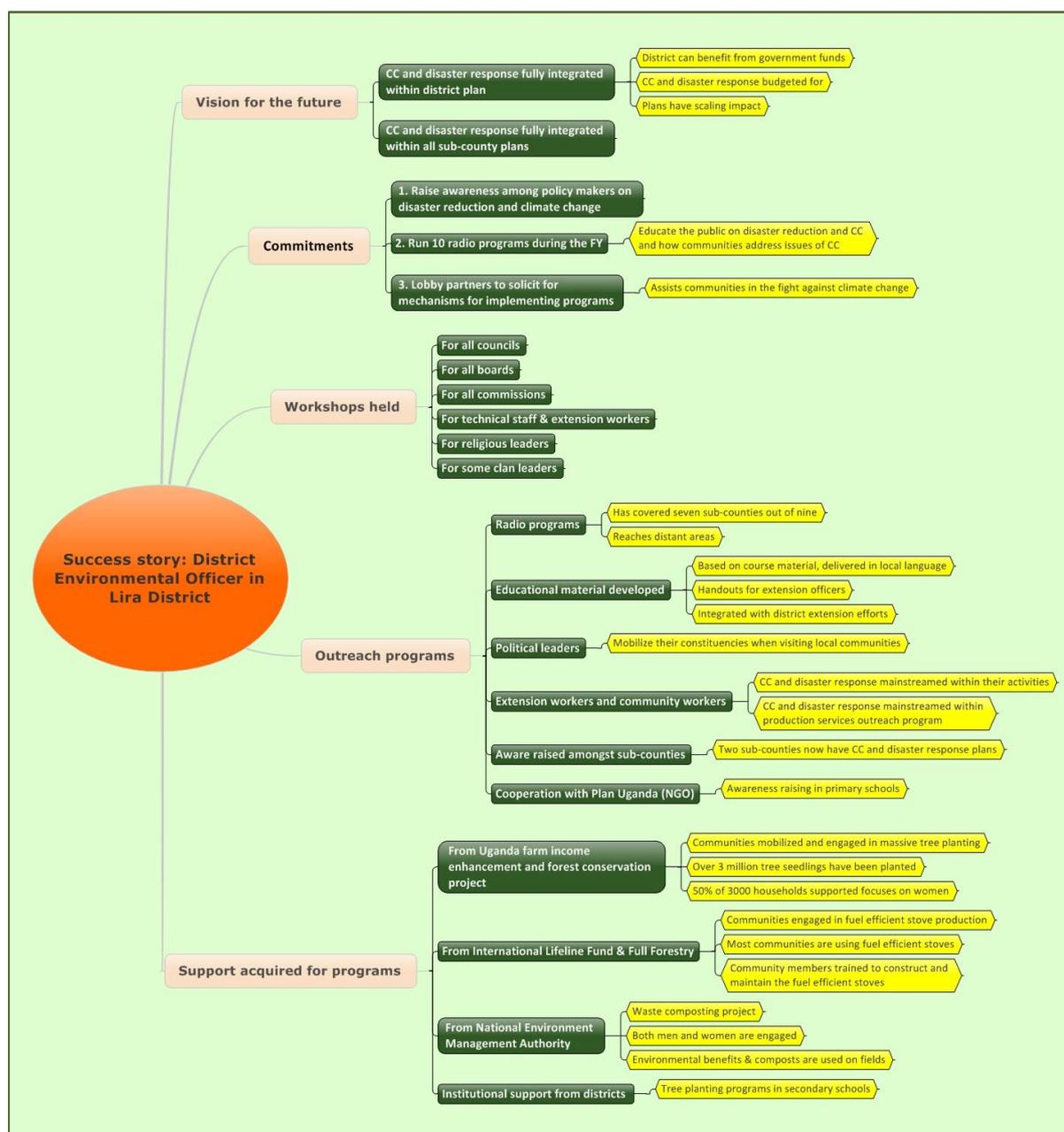


Figure 5-15 Results mapping: District Environmental Officer

Although it may be difficult to estimate which results can be directly attributed to the short course as the course participant is an environmental officer and some roles inevitably part of his role in that capacity, based on the account of the environmental officer himself, it can be assumed that the course already has, and will continue to have substantial impact.

### 5.4.2 Summary: assessment of project impact

Assessment of project impact		
Impact type	Evaluation	Rating
Overall assessment for impact	Project impacts are yet to be fully realized due to the short time since project completion. There are, however, some strong indications that the course has had a substantial, positive impact on the lives of people in Ugandan communities.	N/A

**Table 5-7 Assessment of project impact**

## 5.5 Sustainability

Although the evaluation of sustainability is primarily reflected in the core question of whether the benefits of the project will continue after the project ends, it still has different dimensions, based on how one defines “benefits” in the context of the short course. Sustainability involves all other dimensions of the evaluation, but the focus remains on the two dimensions of the RBM results chain.<sup>26</sup> On one hand, there is the course material and design, and the training carried out, on the other.

### 5.5.1 Sustainability of course material developed

The sustainability of course material developed was assessed based on whether course curriculum and material was likely to be fully applicable for the long term (+10 yrs)<sup>27</sup>. An assessment of course curriculum and material revealed that it is highly relevant for the Ugandan context, and addresses long term issues for all levels. However, a small portion of the course refers to international and Ugandan policies, such as National Development Plan, and others that are being formulated or subject to change, such as the National Policies on Climate Change and National Policies on Gender (which is for the period 2007 – 2017). The need for updating this portion of the course material (module 2 in particular), could therefore come up in the nearest future. However, task complexity and costs involved with such updates, are low.

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<sup>26</sup> See figure 2-1.

<sup>27</sup> Although debatable whether study material should generally be applicable for such a long term, but it is useful for consideration for the purposes of this evaluation.

### *5.5.2 Project sustainability*

Sustainability of course material also refers to the question of whether the current material will continue to be used, after the completion of this pilot project. The major risk for project sustainability is the fact that many partners, both from within the GoU and from the donor side, feel that the project has so far been too donor-driven. Projects that are primarily donor-driven are at great risk when it comes to the dimension of project sustainability; when donor support decreases, the project itself withers away. Although the course material is now ready for use, plans have to be made for further use. Without additional financial support to CCU, support and incentives to districts to not only mainstream gender and climate change issues but also implement concrete plans and projects there is a risk that Ugandan partners will not continue to use the material or implement short courses. A positive and promising point in this respect is that a number of Ugandan institutions have been involved in the project, both during the formulation of course material and the implementation of the pilot training. Further, CCU took on the responsibility for organizing and coordinating the last training session in Masindi in February 2013. Lastly, Ugandan partners, and CCU in particular, have expressed keen interest in continuing the short course.

#### *Sustainability of effectiveness*

Another dimension regarding project sustainability is whether persons who have attended the short course, have acquired knowledge, understanding and capacity which are likely to be maintained in the long run, and whether these individuals are likely to influence others and their environment in a positive manner in future. ICEIDA surveys, as well as inquiries in the participant survey evaluation and field interviews indicated that participants were highly satisfied with the training approach, which they deemed to be more effective compared to other training sessions they had previously attended.<sup>28</sup> Given the various programs that short course participants have set in motion, it is exceedingly probable that the effects of the project are sustainable and will continue to generate positive spin-offs in the future.

#### *Sustainability of training*

Participant surveys indicated that the knowledge, understanding and capacity of course participants was similar for the attendees who attended the last session in Masindi district, in February 2013, and in Lira in July 2012, and Mbale in March 2012. In fact, the attendees of the latter two sessions in 2012, had had more time to implement their personal plans and follow up on their commitments, which indicates high levels of sustainability. Furthermore, as discussed in the previous section on

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<sup>28</sup> It should be noted in this context that many development efforts focus on capacity building within local governments and communities. Some argue that the overall time spent on capacity building and training on behalf of attendees, is excessive, and the risk is that the person's productive time is reduced. Therefore, it is essential that "yet another training" is highly effective and adds value to development efforts.

impact, attendee efforts were ongoing and some had long-term ambitions and plans. Most participants have already commenced some efforts which are likely to materialize in years to come and produce some positive spin-off effects.

### 5.5.3 Summary: assessment of sustainability

Table 5-8 summarizes the assessment of project sustainability and ratings for each factor of sustainability.

Assessment of project sustainability		
Relevance type	Evaluation	Rating
Sustainability of training	Evidence collected by interviews, questionnaires and workshops indicate that knowledge, understanding and capacity is likely maintained in the long run.	Satisfactory
Sustainability of effectiveness	Despite some shortcomings in methods (limited sample size), evidence indicates that course attendees have influenced others and their environment in a positive manner (some in a major way), and given the extent of the work that is already underway by participants, that such behavior likely to be sustained in the long run.	Highly satisfactory
Sustainability of course material	Course curriculum and material is not fully applicable for the long term (+10 yrs), but only a small section of training material is likely to need replacement within the next few years, and associated effort and costs are minimal. Course structure and training format is highly successful and finalized.	Satisfactory
Overall assessment for sustainability	<b>The short course on gender and climate change was overall satisfactory; no observable side effects were observable in the evaluation, training was sustainable, as well course material.</b>	Satisfactory

Table 5-8 Assment of project sustainability



## 6 LESSONS LEARNT

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Several lessons learned can be drawn from this evaluation. The most profound one is that the combined focus on gender and climate change issues in the short course proved to be of value, but both fields tend to be mainstreamed in programmes in a general manner, thus lacking practicality and translation into actions on the ground. Other lessons are classified as follows:

- lessons regarding donor partnership and project planning,
- lessons regarding institutional capacity
- lessons regarding impact at the local level,
- lessons regarding further initiatives
- lessons suggested by the participants of the short course

### *6.1 Lessons regarding donor partnership and project planning*

#### *6.1.1 Elaborate project document and project planning*

Even though the project itself was a pilot project, with a comparatively small budget, it would have been practical to form a full-fledged project document, outlining in more detail the project logic, instead of only using a short concept note as a basis for the project work. Project logic was missing and project planning could have been more elaborate. It is not uncommon that projects undergo some changes in their initial phases of planning and implementation. Theory of change approach can for instance be practical in such a context, and the PD can be treated as a living document throughout the project, updated and adjusted as new issues emerge or are resolved.

#### *6.1.2 Monitoring and evaluating mechanisms*

Another dimension relating to the lack of project planning, concerns the monitoring and evaluation of the project. Although it is fully appropriate to commission an external evaluation when such a project comes to an end, it is also helpful for evaluation efforts to have an outline of the project logic properly at the outset of project, for instance to identify suitable indicators to use for monitoring and evaluation, baseline data etc.

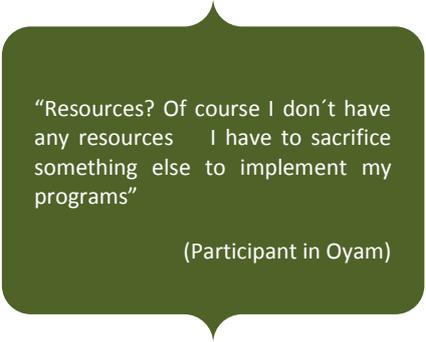
### 6.1.3 Formalization of donor partnership

The project work was primarily based on a concept note prepared by GEST and no written, formal agreements existed between the development partners, except between GEST and the Royal Norwegian Embassy. As initial budgets for training sessions were underestimated, the donor partnership was not fully formalized and the division of work was somewhat unclear, this led to some dissymmetry of roles between donor partners.

As funding had come to an end, and donor dependency was a concern, ICEIDA strove to pull out of the project administration and local coordination during the last stages of the project. Although this caused some hitches in project coordination as phase III was being completed, at the end of the day it yielded positive results. CCU took on responsibility for all logistical arrangements and administration for the last training session in Masindi. This enhanced project alignment with existing GoU institutions, and may also be taken as an indication that CCU does indeed have the capacity to take on this role in the near future, should the short course continue to be rolled out in Uganda. However, shifts in responsibilities should ideally be a part of an exit plan and thus included in the project document, or alternatively be jointly agreed upon by all development partners to increase local ownership of the project in order to respond to concerns about the project being primarily driven by donors, and donor agreements/MoUs updated accordingly.

## 6.2 Lessons regarding institutional capacity

### 6.2.1 Lack of resources in districts and at local level



“Resources? Of course I don’t have any resources. I have to sacrifice something else to implement my programs”

(Participant in Oyam)

Inadequate funding for coordination and mainstreaming G&CC at all levels undermines adoption of G&CC. It should further be recognized that all districts and individuals, who attended the short course, work under substantial constraints when it comes to resources. Some districts have just been recently established and have limited infrastructures. Lack of resources, such as funding or the need for additional support were frequently cited as the main reasons why attendees had not been able to pursue their goals set in the course. Only a few who had succeeded to fully pursue their goals had had access to

additional support and funding, others claimed that they had either had to simply re-prioritize and place climate change at the top of their agenda, or make some sacrifices.

Further efforts to support coordination and mainstreaming of G&CC activities at national level, LG levels, governmental and non-governmental, when we form recommendation for a small course on the subject

### 6.2.2 Outreach by participants

Even though the training has primarily been directed towards district government staff, each training session is also comprised of individuals working in NGOs and schools. Participants were generally content with this composition of participants, feeling that individuals from different fields added value to the training with their insight into different fields and experiences. Further, professionals from different districts had the opportunity to interact with their peers and work on problem solving which would benefit them in the future. The field work revealed that individuals in NGOs and schools have initiated changes that are wide ranging and truly impressive, but also that district government infrastructure does, at least in some cases, have the potential to reach to the local level by cooperating with and supporting local initiatives and NGOs within the field of G&CC.

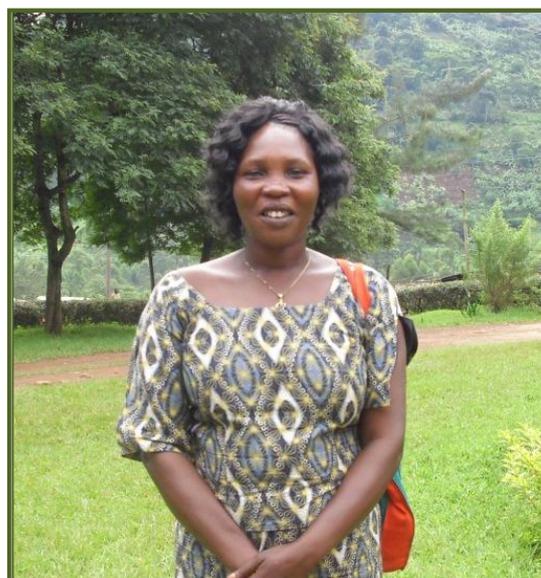
## 6.3 Lessons regarding impact at the local level

### 6.3.1 Impact of climate change at the local level

The field work revealed ample evidence of impact of climate change at the local level. Participants frequently cited more erratic weather patterns, changes in seasons, that rivers had dried up, deforestation, small animals were gone, crop disease and crop loss with associated threats to livelihoods.

Feedback emerging from this external evaluation also confirms that the burden of the effects of climate change in Uganda is falling disproportionately on women largely because of the responsibility they have in all communities across the country to sustain livelihoods, which they are now doing under increasingly harsh and unpredictable conditions. Because they are the ones most directly involved in care giving and subsistence production, women are also demonstrating that they are the main protagonists in undertaking concrete measures in climate change adaptation and mitigation.

Some of the outstanding examples include the difference which was witnessed in Wanale Sub-County, Mbale District when women understood the need to conserve the environment and the community changing from being “enemies of the



Ms. Bennah R. Namono works with communities in Bududa district on environmental issues. She described the numerous G&CC related changes she has observed in her immediate environment.

Figure 6-1 Environmental changes observed

forest and forest rangers” to being “friends of the forest”. As a result of this change in the attitude of women, they now work together with forest rangers to not only plant trees along the river banks to stop soil run-off, but are also playing a key role in managing tree nurseries and planting new trees in the forest.<sup>29</sup> The women are keen to protect the forest and its bio-diversity as they need these resources to sustain themselves and their families. Women in Mbale District also make up the largest proportion of the farmers who grow grains and other drought resistant foods as an adaptability measure against erratic weather changes. Women have also embraced bee keeping as a new and alternative livelihood strategy.

As situations vary between regions, so do climate change adaptation mechanisms. In Nakasongole district in Central Uganda for instance<sup>30</sup>, adaptation mechanisms include water harvesting<sup>31</sup>, tree planting, timely slaughtering of cattle<sup>32</sup> and breeding of resistant cattle stocks. This indicates that the lessons from this evaluation may not be directly applicable for all eco-regions in Uganda, and therefore further research needs to be undertaken if a full roll-out of short courses will be considered in Uganda.

### 6.3.2 Synergy with other programs at the local level

Uganda receives some support to CC at the national level<sup>33</sup> as well as the local level. There are many NGOs and CBOs which work directly with communities and focus either on environment/climate change issues, gender and development or community development. Several of these organizations participated in the three short course training sessions. As part of this external evaluation, the team was able to interview one NGO representative who participated in the Masindi training and three who attended the training in Mbale. Each of these organizations indicate that they have taken pro-active steps to interact and collaborate with the different levels of local government and are actively engaged in local level advocacy and capacity building. A key lesson which emerges from this, therefore, is that opportunities exist for increased collaboration and partnerships between local government institutions and CBOs/NGOs.

“A young villager has initiated a program to build energy saving stoves, and he built one for my home. Twice I have to look for firewood in a year, not five times as before.”

(participant from Bududa)

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<sup>29</sup>Based on interviews with Benah Namono and Cathy Adowa, course participants in Mbale.

<sup>30</sup> Nakasongole district is a part of the Cattle corridor, which is an area stretching from the northwest, through the central and to southwest Uganda. 30-50% of households hold cattle. See World Resources Institute at <http://www.wri.org/map/uganda-cattle-distribution-ownership-and-breeds-2008>

<sup>31</sup> This includes the construction of surface water dams, and construction of water tanks with GoU support.

<sup>32</sup> During drought periods, farmers decrease their cattle stocks to plan for and meet the crisis before the situation gets too dire.

<sup>33</sup> For instance support from UNDP, see the UNDP PD for the programme period 2011-2014, available at: <http://www.undp.org/content/dam/undp/documents/projects/UGA/00062247/Approved%20Prodoc%20Improving%20policies%20and%20strategies%20for%20ENRM%20and%20CCAM.pdf>

Further, there are numerous development partners, NGOs and CBOs already working on the local level on issues related to G&CC in all districts, and some of the initiatives undertaken by participants relied on involvement or partnership with other organizations that are presently active on the local level. This ranges from local villagers initiating educational programs or programs to build energy saving stoves, to groups of farmers collecting, sharing and multiplying old types of crop seeds that are more resistant to changes in seasons, drought, floods or other impacts of climate changes. This indicates that there is some institutional capacity already present at the local level, in different forms within the regions, and reiterates the need for taking ongoing initiatives and projects at the local into account when contemplating any further initiatives in G&CC.

### 6.3.3 *Security, gender-based violence and peace*

The short course can be viewed in different contexts, but a particularly important aspect relates to security, gender-based violence and peace. One respondent even claimed that the use of fuel efficient stoves fostered peace within the homes and that such stoves decreased the risk of gender-based violence. Less wood had to be collected, food could be cooked faster, and food and water could be kept warm for longer. This would make everyone happier within the home, and thus it was easy to promote the use of fuel efficient stoves.

In more general terms, while mainstreaming gender, CC adaptation and CC mitigation at different levels, the risk of conflict over natural resources decreases. G&CC sensitization in communities further promotes local understanding of human migration patterns due to climate change, and its associated impact on women. Loss of livelihoods due to CC has already caused human migration between regions, and migration between countries and regions in Africa is likely to increase in coming years.<sup>34</sup> With the strong gender-based focus of the short course, awareness of G&CC is raised amongst communities and policy makers within the districts. As climate change interacts with social, economic and political problems and the underlying causes of conflict, efforts to embrace adoptive measures to climate stress will be essential for peace building in the nearest future.<sup>35</sup>

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<sup>34</sup> See [http://www.iisd.org/pdf/2008/migration\\_climate.pdf](http://www.iisd.org/pdf/2008/migration_climate.pdf)

<sup>35</sup> Smith, Dan and Vivekananda, Janani (2009): *Climate Change, Conflict and Fragility. Understanding the linkages, shaping effective responses. Initiative for peacebuilding*. Early warning. November 2009. Available at: [http://www.ifp-ew.eu/pdf/Climate\\_change\\_conflict\\_and\\_fragility.pdf](http://www.ifp-ew.eu/pdf/Climate_change_conflict_and_fragility.pdf)

## 6.4 Lessons regarding further initiatives

### 6.4.1 Initiatives at the local level

Further initiatives can be taken at different levels, and it should be kept in mind that the original concept for interventions in G&CC involved multiple interventions, and not merely the short course.

“The courses cannot reach every household. Something after this stage should be done, because it needs to go to the local level. Where the people plant the trees, where the women fetch the water.”

(short course trainer)

Although there is ample evidence that participant actions have already reached the local level, there is consensus amongst partners and participants alike that agreed that something further needs to be done, partners and participants alike. As an example of the limited scale of the project, the evaluation team visited a Secondary school head teacher in Jinja who had attended the course. He had initiated a very impressive tree planting and environmental education program, reaching out to students, parents, and religious groups. When the team expressed an admiration of the program and the number

of lives that the programs had touch and the impact that they would have in the future, the head teacher answered: “yes, this is necessary, but there are 112 schools in the whole district”, pointing out that even though his program was wide reaching, the coverage of the short course was only fractional within the context of the entire district. Different options for interventions at different levels is further discussed in section 7.2.

### 6.4.2 Course rollout throughout Uganda

A full course rollout in Uganda has been under consideration by development partners. When considering roll out throughout Uganda, the total number of courses required has to be estimated. The basic assertion is that the current arrangement of the short course has been successful, and thus the districts should be the unit targets.

Figure 6-1<sup>36</sup> displays all districts in Uganda, which total 111, in addition to Kampala, the capital. Regions of Uganda, number of districts as well as estimated number of training sessions is set forth in table 6-1.

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<sup>36</sup> Source: Uganda 2012 Statistical Abstract:  
<http://www.ubos.org/onlinefiles/uploads/ubos/pdf%20documents/2012StatisticalAbstract.pdf>



20 districts out of 111 have already received training, which represent 18% coverage to date. It is estimated that it is appropriate to include some 7 districts in each training session, in order to obtain economies of scale, with approximately 50 participants in each session.<sup>37</sup> Subsequently, some 13 training sessions would be required to cover the entire country if training is solely geared towards districts and a few, selected community leaders, as per the current outreach design. It should be noted, however, that this is a preliminary estimate with optimal number of districts in all sessions, and the final number of training sessions required might thus be slightly higher. It may, for instance, be taken under consideration to hold a single training session in Kampala, where G&CC issues in an urban environment would particularly need to be addressed, and policy makers and members from various sectors within the national administration could be invited as well.

If costs are per week are \$700 for each participant, as per discussion in section 5.2.1, then the approximate all-inclusive costs<sup>38</sup> amount to \$ 35,000 for each training session, and \$455,000 for rollout throughout Uganda. It should further be noted that full rollout will involve some additional costs, for instance training of trainers (ToTs) and M&E.

### *6.4.3 District selection*

It was evident during the fieldwork that the relevance of G&CC for communities varies between regions in Uganda, which is composed of eco-regions with different G&CC vulnerabilities and threats. This supports the view that, if further initiatives are taken, vulnerable regions should be placed high on the list of priorities, and regional needs assessed after each implementation phase.

### *6.4.4 Local ownership and institutional arrangement*

Although organizational arrangement was in many ways highly suitable, although some respondents have found the project to be too donor-driven. A new project design would need to take this into account and strive to reinforce local structures through the project and enhance local ownership. A very positive aspect in this regard is that three major Ugandan institutions from the field of G&CC were involved with the training, and had members on the CDT.

Another dimension of partner interventions and support, involves what the appropriate level of intervention would be. Many respondents suggested G&CC training for politicians, to mobilize their constituencies and to support the integration of G&CC into DDPs, as well as support to sub-county

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<sup>37</sup> Cost per unit increases with lower number of participants, and higher number may present risks for course management and participant learning.

<sup>38</sup> This excludes M&E efforts.

level. Local government structure in Uganda is quite decentralized<sup>39</sup>, and the first level of local councils (LCs) is the village council (LC1), the second is the parish council (LC2), the third is the city council for urban areas and sub-county council for rural areas (LC3), the fourth is the municipality for urban areas and sub-county council for rural areas (LC4), and the fifth is the district council (LC5) which are the highest local government structures. The short course on G&CC was primarily aimed at the district level. In some cases, the district council staff has been able to train sub-county councils, and integration of G&CC in sub-county council plans is already underway in only a few sub-county plans. It is difficult to predict with any accuracy what the long-term impact on the sub-county level will be with the current arrangement of only training the district staff.

### *6.5 Lessons suggested by the participants of the short course*

Last, but not the least, important lessons were suggested by the course participants, who possess the most profound insight into the context of the short course and training. In the participant survey, participants offered suggestions on what further initiatives they recommended to enhance the efficiency and/or impact of the course. Their recommendations follow in their original wording, and are divided into several categories for clarification purposes:

#### *Additional training*

- There is need to fully involve/train the political leadership of the district - chairpersons and councilors for them to appreciate issues of gender and climate change and the interrelationship between them.
- Could it be possible to bring it down to districts?
- Given the resource limitations at district level, hand-on training of the CBOs by the district technical staff and NGOs needs strengthening for the CBOs to be more effective.
- There is need to sensitize the political leadership, they make the policy; Sensitize technocrats because they are the implementers; sensitize the community to appreciate issues of gender and climate change.
- Facilitate the ToTs to cascade trainings to institutions like TPCs at both District and 21 lower local government; Organize review meetings to reflect on the challenges, achievements and lessons learnt on integrating gender and climate change issues in DDPs.
- The short course was timely and I would want refresher on the short course to fill in missing gaps.
- There is need to bring the course once again at the district level in order to engage more people who will finally help to speed up projects/course impact .
- The knowledge on climate change is still limited and some of the participants need to be selected for short courses on climate change abroad to be able to build their capacity for understanding of climate change matters and implementation of programmes that are climate change positive.

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<sup>39</sup> An extensive Ugandan decentralization reform was initiated in 1992, which has resulted in rapid increase in number of districts in recent years. See discussion on implications of decentralization in Uganda for poverty reduction: [http://www.giga-hamburg.de/dl/download.php?d=/content/publikationen/pdf/wp31\\_steiner.pdf](http://www.giga-hamburg.de/dl/download.php?d=/content/publikationen/pdf/wp31_steiner.pdf).

- The short course should be brought to district and S/C level so that leaders are sensitized on the effects of climate change.
- More participants should be trained :) this could be either at district level or selected sub-counties; technical and political participants.
- Organize refresher course for ToTs and spell out terms of reference after the trainings.
- Apart from proposing that the training if possible to be extended to each district but there is also need to at least pick one or more women to learn so that they can act as ambassadors since women tend to hear from their colleagues much better than opposite sex especially in rural communities.
- Please, more of such short courses be organized to target more people.
- Involve more schools in this kind of training.
- There is need for refresher sessions in order to augment the knowledge of gender and climate change and keep momentum on disseminating information about the concept. Thank you for the confidence entrusted in me.
- Organize workshops with the sub county communities on CC. - The center/organizers of CC at National level should consider some funds for the districts.

#### *Training follow-up*

- It requires the organization to have a second visit about the workshop meeting the participants in a similar course to stress the importance of gender and climate change.
- Such follow-ups [as this visit from the evaluation team].
- Follow ups to assess progress towards achievement.
- Refresher course.

#### *Outreach efforts directed at the grass root level*

- After we received the knowledge, of course we gave it to a few people. I wish this knowledge comes to everyone, mostly the grassroots woman as she is the most affected.
- Training of stakeholders on gender and climate change at district, sub-county and community level; Conserving and implementing climate change mitigation projects.
- The course was very useful given the situation that the district is in. But more important is putting everything we learnt in practice and the grass root people to have the knowledge that we got from the course.

#### *Resources/funding*

- I recommend that more training be done and some funding be availed for the implementation and expanding the awareness.
- There should be follow-up on some of the initiatives by organizations; also put efforts in fundraising and resource mobilization for interested parties.
- Districts should be facilitated to implement our commitments limited with the inadequate local revenues.
- Financial facilitation to ease access to the masses; financial motivation (carbon trading schemes) be brought to the villages.
- Resources to enhance the efficiency of the course. This could be capital assists or materials support.

“The course is an eye-opener to many Ugandans who see women as property in their society. Yet sustainable development needs joint effort regardless of whether women or men.”

(male participant from Mbale)

*Sharing of knowledge*

- Need exchange visits and more trainings/sensitization using radio talk shows.
- Attendees of the course to work under an alliance and secretariat to oversee their diverse activities and consolidate learning for information sharing. Follow-up procedures to be improved (central secretariat may help with this). Website/newsletter etc. to share information directly with participants, etc.

*Composition of group of course participants*

- The course didn't involve political leaders who are also good at mobilization.
- The participation of many stakeholders on the upcoming training.

*Course format*

- The course duration was too short and hence the modules so compacted. It should be extended to two weeks duration.
- The course needs more time, longer duration for the participants to give it fair justice.
- When it comes to gender mainstreaming, this I discovered needed more time so as to fully understand.
- The duration was too short. It should be extended to two weeks.

*Other comments*

- Technical backups within the region or district to enhance the efficiency or impact on the course.
- Provision of lap top would help us store information.

The above recommendations from the participants can be helpful if further initiatives are undertaken in Uganda in the field of G&CC.



## 7 CONCLUSIONS & RECOMMENDATIONS

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### 7.1 *Conclusions according to the evaluation criteria*

Table 7-1 summarizes the conclusions according to the evaluation criteria, which have been presented in section 5 on evaluation findings.

<b>Relevance</b>	Project relevance is highly satisfactory
<b>Efficiency</b>	Project efficiency is satisfactory
<b>Effectiveness</b>	Project effectiveness is highly satisfactory
<b>Sustainability</b>	Project sustainability is satisfactory
<b>Impact</b>	Impact cannot be fully assessed at this time since the project only recently completed. Findings, however, indicate that the project has already had a positive impact on communities.

**Table 7-1 Conclusions according to the evaluation criteria**

### 7.2 *Issues of interest to the commissioner: conclusions*

As per the TOR (see annex 2), the factors below were of particular interest to the commissioner, and following is a short summary assessment for each factor, based on the preceding analysis<sup>40</sup>.

#### 7.2.1 *International and Ugandan national policy relevance and linkage to key Government Documents: NAPA, NDP and DDP*

With reference to discussion in section 5.1, the international and Ugandan national policy relevance was assessed to be highly satisfactory. Uganda is a signatory to the various agreements and agendas

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<sup>40</sup> Possible institution/organization as an implementation agency for the short course in a future project is suggested in the following section on recommendations.

set to address climate change as a global endeavor. Uganda signed and ratified the United Nations Framework Convention for Climate Change (UNFCCC) in 1992 and 1993 respectively and also ratified the Kyoto Protocol in 2002. Uganda has also developed and submitted its National Adaptation Programs of Action (NAPA) to UNFCCC. It lists nine priority projects which need to be implemented in order to address the country's vulnerability to climate change. Further, Uganda is currently finalizing its National Policy on Climate Change which is intended to enable Uganda to pursue a climate resilient, low carbon and sustainable development path through an overarching policy framework for coordinated action by the different stakeholders.

Uganda has had a long history of policy and institutional arrangements for addressing gender inequality as an integral part of its national development efforts. The *Uganda Gender Policy (2007)* is the framework for addressing gender imbalances designed to guide all sectors and stakeholders to mainstream gender and ensure that their planning resource allocation and program implementation, monitoring and evaluation adopt a gender perspective. The policy obligates all development practitioners to mainstream gender, and to take responsibility for ensuring that development interventions are gender responsive.

The short course on G&CC is primarily directed towards district government staff, and is intended to build local capacity to design and implement gender-responsive climate change policies, strategies and programs. This focus was clearly reflected in participant commitments as many focused on mainstreaming and integrating gender and climate change into the district development plans (DDPs). As course participants clearly recognized the need for the integration of G&CC into DDPs, this emphasis of the short course was highly relevant and participants were motivated to initiate such changes.

### *7.2.2 Relevance at the community level*

As per section 5.1.2, relevance at the community was assessed to be highly satisfactory. Habitats and ecosystems in Uganda are under threat from a variety of stresses such as deforestation, land degradation and heavy dependence on biomass for energy, to which climate change is an additional stress factor. Multifaceted G&CC issues present great risk and a burden for the country's largely rural and resource dependent population.

### *7.2.3 Assessment of the effectiveness/impact at local level*

Assessment of impact is conventionally directed at longer term impacts of development interventions. Since the project has only recently completed, it has been stated that a conclusive evaluation of impact is not achievable at this time, although there are some strong indications that the course has had a substantial, positive impact on the lives of people in Ugandan communities. However, evaluation of effectiveness and short time impact of the short course has shown that

these factors for the project are highly satisfactory. Evaluations of effectiveness and impact are set forth in sections 5.3 and 5.4.

All factors of effectiveness examined for the project were favorable. Participants generally feel that they are capable of educating others and have been able to apply the knowledge that they acquired in the course. Further, there were numerous examples given for initiatives and actions taken by course participants, which resulted in substantial changes at the local level. Such initiatives ranged from making changes within the participant's own home, to sensitizing communities or instigating changes in policy, but changes in several DDPs are underway. Three success stories from participants were constructed to illustrate the diverse initiatives undertaken by individuals in different districts who hold different positions. The strong practical emphasis of the short course has therefore resulted in motivated participants and substantial changes at the local level. As an example, some course participants have already trained hundreds of other people, using course materials and the learning they acquired in the course, and many course participants are actively involved in leading sensitization efforts for different groups.

#### *7.2.4 Assessment of the cost efficiency of the course*

The course cost efficiency is comparable with similar initiatives. When assessing the initial course planning and development phase, it has to be kept in mind that due to the cross-sectorial nature of the project, the numbers of project partners increase, and thus the associated costs. Further, as this was a pioneering project, there was no pre-existing course scheme or a model which could be applied for the course, which would have saved time and money.

Cost per participants was assessed to be \$700 per the week, which is within acceptable levels, considering that the course is conducted by multiple trainers, trainings are held in the regions and transportation costs are substantial, and the venues need to be somewhat sophisticated. Also, field trips are part of the training, which further add to the cost. Project efficiency is assessed in section 5.2 of this report.

#### *7.2.5 Monitoring and supervision mechanism from the CCU/MW&E and MGLSD*

There are currently no M&E mechanisms in place at CCU or MGLSD, although the prediction is that an M&E system will be put in place for Gender and CC in the foreseeable future.<sup>41</sup> Donors have in the recent past been reluctant to fund government programs in Uganda due to the risk of theft of public funds as well as petty corruption involving public officials.<sup>42</sup> Organizational alignment of

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<sup>41</sup> See discussion in section 5.3.2.

<sup>42</sup> Uganda scores 130 out of 176 countries in Transparency International country rankings (low scores representing high perceived levels of public corruption). See: <http://www.transparency.org/>

projects within the government structure does in general therefore cause some concerns. Donors also justifiably expressed concerns about the capabilities of government units to be able to administer the short courses on their own, or alternatively that the project would be placed low on the staff's already busy agendas, and thus not be properly implemented. However, it should be noted that CCU has displayed that the unit does indeed have the institutional capacity to coordinate short courses, as they took responsibility for the organization of the last one held in Masindi.

An optimal arrangement for M&E for an ongoing project would be to integrate M&E into existing M&E efforts carried out by CCU and MLGD. There are some future plans for setting up a holistic evaluation schemes for both sectors, but such evaluation schemes are not yet in place. If the project should be supported by donors, one of their primary roles would be to integrate M&E scheme into project planning and to support M&E efforts.<sup>43</sup>

### *7.2.6 Implementation strategy and estimated cost*

A conservative estimate for a full roll-out of short course in gender and climate change throughout Uganda is \$455,000. This does not include costs of M&E, technical assistance from donors,<sup>44</sup> costs associated with training of trainers, project planning costs, or costs associated with feasibility assessments between project phases.

A thorough implementation strategy should be made during project planning, using evaluation findings as a complimentary data, but not rely entirely on evaluation findings. Some recommendations for implementation strategy are set forth in the following section.

### *7.2.7 Description of major constraints and risk factors for project implementation and sustainability*

Seven major constraints and risk factors for project implementation and sustainability are listed in table 7-2.

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See also Business anti-corruption portal Uganda country profile: <http://www.business-anti-corruption.com/country-profiles/sub-saharan-africa/uganda/snapshot/> and <http://www.deluga.ec.europa.eu/index.php/delegation-activities-in-uganda/political-press-information/press-and-info/news-releases/176-uganda-returns-ugx-11bn-to-norway-in-misused-aid-funds>

<sup>43</sup> Many interesting efforts for monitoring and evaluating of climate change interventions are currently ongoing. SEA Change provides for instance resources and useful related material for M&E for CC interventions at: <http://www.seachangecop.org/node/1722>

<sup>44</sup> Such as for an online resource center, see section 7.3.8

Nature of risk	Consequences
Implementing agency (agencies) does not have the planning capabilities, manpower and/or time to coordinate and implement the courses	Project may start, but not be carried out within the given timeframe or according to plan
GoU and Ugandan project partners do not seek necessary support for the project	Project does not commence; initial investment to a large extent lost
Some key project partners (e.g. members of current team of trainers) withdraw from the project	Difficult and time-consuming to train new trainers; institutional memory is lost
Project is not supported sufficiently in the future to maintain the high levels of effectiveness (e.g. with follow-up and technical support from implementing partners)	Project efficiency and impact decreases
Local relevance decreases when training is conducted in regions which are less vulnerable to climate change	Project efficiency and impact decreases
Participants lack funds and support to implement change	Project efficiency and impact decreases
Donors unwilling to support the project	Project does not commence; initial investment of course development not used to its fullest extent

**Table 7-2 Risk factors**

The above list of risks does not address all risks for such a project, but outlines some major risks that may arise for further initiatives.

### 7.3 Recommendations

Following recommendations are largely geared towards the factors of interest to the commissioners, which were outlined in the TOR. Assessment of the extent to which the objectives and the expected outputs of the project have been achieved, is set forth in chapter 5.3 of this report. Two broad requests for recommendations were set forth by the commissioner:

- Recommendations that guide decision-making regarding the future of the short course, in particular regarding the possibility of the short course being rolled out at national level in Uganda.
- Recommendations that guide project partners in planning and implementing future activities, especially on how to extend work on gender and climate change within the respective local district governments.

Three basic recommendations are set forth:

- **It is recommended that GoU considers a phased rollout of the short course in Uganda with a prioritization of those districts considered most vulnerable to climate change.**
- **It is recommended that donors consider supporting the short course, should the GoU be willing to assume responsibilities for project coordination and implementation, and seek donor's support.**

- **It is recommended that development partners explore further initiatives related to the short course, both within and outside of Uganda**

The above recommendations are set forth based on the following premises:

### *7.3.1 Project economy*

The initial cost of forming the course, its curriculum, training approach and training material, has been substantial when the overall cost is considered. It is estimated that the average course cost per participant is \$140 per day of training. The ratio of this fixed cost vs. variable cost will decrease as teaching material is used in the future.

As per section 5.3 of this evaluation, the curriculum, training approach and training material developed, has been very successful. Furthermore, the value added in future short courses is assessed to be high, as operating costs are relatively low, and project efficiency is high. In order to gain return on this initial investment, or the fixed costs which has already occurred in the project, **it is economical to continue to use this training material and approach already designed, and proceed with courses in target districts and regions where the need is the greatest.**

### *7.3.2 Project design*

It is recommended that **stakeholders prepare a conventional development project planning document and fully lay out the logic of the project** before initiating another project, provide implementation details and adjust the objectives of the project, as per discussion in section 4.9. This should include an exit strategy and/or future integration into GoU plans.

### *7.3.3 Project alignment, ownership and implementation*

Despite the fact that the project has so far been donor driven to some extent, key parties from both the MW&E and MLGD expressed keen interest in maintaining the program and expanding it to other regions of Uganda.

It is recommended that government of Uganda and its MW&E CCU and MLGD take ownership of the project in accordance with the first two fundamental principles of the Paris Declaration for aid effectiveness: ownership and alignment. The fundamental principle of *ownership* entails that Uganda sets her own strategy for poverty reduction, improves institutions and tackles corruption. *Alignment* entails that donor countries align behind declaration objectives and use local systems.

It is recommended that **CCU assume primary ownership of the project and be responsible for implementation of the project**, including overall coordination, short course planning, attendee selection and invitation, and all logistical arrangements. The following reasoning/observations are set forth:

- Most stakeholders identified the course as being primarily a CC project, with integration of gender issues. As per analysis in section 5.3, the project fits well into the focus of CCU outreach interventions, which are carried out under the auspices of UNFCCC.<sup>45</sup> CCU would therefore be a logical “institutional home” for a future project, which would promote optimal integration with other services of the government, enhance institutional memory and create opportunities with integration with future outreach efforts of the CCU.
- The cooperation between stakeholders in the project has to most extent been successful, and had added great value to the project. It is vital for the successful continuance of the project, that CCU **strive to maintain the fruitful teamwork** which has already been established, particularly between Ugandan institutions.
- Should CCU assume primary ownership, the unit **should strive to maintain the strong focus on gender**, as there is some risk that the gender integration of the project evaporates once the unit’s primary expertise falls within the field of CC.

#### 7.3.4 Project funding

The short course project pilot has now come to an end, and has been assessed to be successful, thus further technical support on behalf of donors is no longer deemed to be required.<sup>46</sup> If the project is successfully aligned within GoU institutions, and primary ownership is assumed by the CCU, then the full rollout of short courses throughout districts of Uganda may in fact be carried out by the GoU without any donor support, given funds are available. The relatively low budget required for the project rollout, when compared to other outreach and development projects further supports this view. However, given the limited budget of CCU, donor support would be essential for the project in order not to further stretch the limited resources of the GoU. It would furthermore be extremely valuable for all the Ugandan partners involved in the project and be likely to be highly effective as a development intervention.

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<sup>45</sup>See the focus of CCU outreach interventions at: <http://ccu.go.ug/index.php/outreach>

<sup>46</sup> With the exception of online resource center for participants, which would require some technical support from donors. See section 7.3.8.

### *7.3.5 Phased implementation*

It is recommended that any future project be divided into phases, prioritizing vulnerable regions. If the project should be donor funded, conditional funding is recommended, and subsequently that donors perform a short course assessment after each phase, in order to determine if the project fulfills given expectations, quality is maintained, if some project alternations are required and if the project justifies further funding.

### *7.3.6 Limited implementation time-span*

When considering the time-span of future initiative, it is recommended that the roll out of short courses be undertaken within a relatively short time-frame (for instance within 18 months), as little or no adjustments need to be done to training materials and training approaches have already been tested, teaching materials are less likely to get outdated and the need is responded to within an acceptable time frame. The appropriate length of this timeframe should, however, be determined by the implementing unit, and laid out in the project plan.

### *7.3.7 Project partner agreements*

It is recommended that formal project partner agreements are formed, should any development partner cooperation continue. This is to ensure that responsibilities of all partners are clearly laid out and agreed upon by all parties.

### *7.3.8 Online resource center for participants*

It is recommended that partners (or CCU, if it assumes coordinating responsibilities) consider setting up an online resource center for participants. The fieldwork revealed that participants felt that there was need for further support, to get access to technical advice, and to stay in touch with their training partners/peers. Such a site might serve several roles as follows:

- **Toolbox for gender and climate change initiatives.** Course participants mentioned that they occasionally felt the need for further information, such as on gender based budgeting and other tools they had been introduced to during the course.

- **Forums for course participants.** Course participants do not only have a need to get access to tools and technical assistance, but also feel the need to communicate with their peers, establish a network and consult one another on their initiatives, projects and problem solving. This might, in the long run, also relief increasing work load on CCU and Directorate of gender, due to external inquiries and need for consultation.

- **Sharing of lessons learned.** Course participants have been engaged in various activities, where they have learned important lessons, and put substantial work

into their outreaching efforts. An example is a radio program outreach, preparation of educational material based on the course, handouts suited for different groups in the communities and so forth. Participants were eager to share their material with their peers, but sharing of documents and outreach methods would be of great value for future course participants. Online website would be a suitable venue for sharing of lessons learned.

“I have been in contact with CCU on technical issues, to get additional reading material. When people on the ground have been asking me about the driving forces behind climate change, certain things are very difficult to explain, because some of them are rooted in theories. And some of these theories are academic. So I would need these to explain to my people. To see that the world is one planet.”

(participant in Lira)

Such a venue for networking, sharing ideas and channeling information to course participant would greatly add value to a project if it was to continue. It should, however, be noted that although many of the course participants do have access to the internet, such as some of the district government staff, many are still without computers or internet. This situation is likely to somewhat improve in years to come, but still does place limits on the numbers of participants who would be able to benefit from an online resource center.

For this purpose, a sub-site could be created for the CCU website, an existing online community site be used<sup>47</sup> or alternatively a Wiki format, based on a free and open source software could be utilized for this purpose.

### 7.3.9 Other interventions in the field of G&CC

Project effectiveness is remarkably high, given the short timeframe and the limited scope of the intervention. However, it is logical to assume that further interventions in the field of G&CC would support the overall goal of building knowledge and understanding of the causes of climate change and its impacts on development and gender relations in Uganda on one hand; and, to build local capacity in Uganda to design and implement gender-responsive climate change policies, strategies and programmes on the other. This assumption is supported by the fact that resources at the local

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<sup>47</sup> See an example at: <http://community.eldis.org/.59c4d36d/>

level and within district governments are at times extremely limited. It is recommended that development partners conduct further research to examine the feasibility of support in the following areas:

- **G&CC training for politicians and religious leaders.** The evaluation revealed that these groups are very influential, and can be instrumental in sensitizing communities.
- **G&CC training and support for local initiatives.** Various initiatives are ongoing at the local level, and local situations and contexts vary between districts, both in terms of ongoing activities and CC adaptation mechanisms. It is important that any additional interventions do not add to the complexity or distort existing organizational structures or initiatives at the local level. Therefore, any support to the local level should not be based on preconceived notions for solutions, as many such solutions are generated by the grassroots. A solid baseline for the situation in this respect within the districts should be established prior to implementation of any interventions. Further, development partners should avoid generalizing about suitable solutions applicable for all districts, particularly if such assertions are based on research carried out in a limited number of districts.
- **G&CC training and support to sub-county level.** Although capabilities may be limited in many sub-counties, future support directed at that level might enhance the capabilities and be well aligned with lower levels of local governments.
- **Follow-up with course participants.** A simple follow-up, where development partners would inquire about status of participant commitments and offer advice, would be of great value for participants. Many participants have limited support network, and are greatly appreciative of any opportunity to provide feedback and discuss their situations. Many participants expressed their gratitude by getting such an opportunity during the course of this evaluation; follow-up by course trainers would doubtlessly be of much greater value. This is a low-cost intervention, which could generate high returns.
- **Support to districts with regards to using sources of external funding.** One of the topics in the course is climate finance (module 3), but participants had found it difficult to make use of any related opportunities. Technical support to the districts in this area is necessary, and would perhaps allow external funds to find their ways into the district, to further support CC mitigation and adaptation projects.

### *7.3.10 Short courses at Makerere University*

It is recommended that Makerere University, School of Women and Gender Studies, in consultation with the GEST programme and other stakeholders consider adding a short course on gender and climate change to their supply of short courses offered. This would provide necessary, additional supply of training for district government personnel, NGO staff, local governments, students within the field of gender and climate change etc. and allow course material and design to be of benefit more widely within Uganda.

### *7.3.11 Short courses in other countries*

Given the effectiveness of the short course in Uganda, it is recommended that the GEST programme, in collaboration with appropriate donor partners consider initiating additional short courses on G&CC in other countries, provided that relevant government agencies express interest, and relevance within the local context remains high. It should be noted that the copyright of the teaching material belongs to all development partners and necessary permissions should be sought if the course material, or portions of the course material are used by the GEST programme or other development partners.

### *7.3.12 Course design and format*

This evaluation has illustrated that the course design<sup>48</sup> and format has proved to be highly successful within the Ugandan context for training in the field of G&CC. It is recommended that the GEST programme, as well as other partners strive to make use of the learning which the process and project implementation has generated. The GEST programme could, for example, use the course design and approach as basis for other gender-related short courses offered in fields other than CC,<sup>49</sup> while bearing in mind that short course approaches and designs must be tailored to local situations and needs.

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<sup>48</sup> Which is, for instance, very similar to the United Nations University Fisheries Training Programme (UNU-FTP), which provides financial and technical support to develop short courses in developing countries. See <http://www.unuftp.is/en/short-courses>

<sup>49</sup> Integration of crosscutting themes may for instance be between gender and fisheries; conflict resolution; disabilities; literacy; sustainable energy; resource management; governance; trade; and gender and various fields of security, to name only a few.



## ANNEX 1 – PERSONS CONSULTED

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Interviews were conducted with individuals who had been involved in the project or its formation. Selection of interviewees was based on, but not limited to the TOR. List of persons consulted is as follows:

Abak Roberty, Head Teacher, Ngai Secondary School, Oyam District, Uganda.

Alex D.K Ddibya, District Assistant Community Development Officer, Jinja District Local Government, Uganda.

Angole Dorccus, Tree Talk Middle North, Uganda.

Annadís Gréta Rúdolfsdóttir, Director, GEST Programme, Iceland.

Annette Kabarungi, Senior Gender Officer, Ministry of Gender, Labour and Social Development, Uganda.

Árni Helgason, Programme Director at ICEIDA, Uganda.

Beatrice Mukasa, Lecturer, School of Women and Gender Studies, Makerere University, Uganda.

Benah Namono, CBO of People Living with AIDS, Bududa.

Catherine Adowa, Environmental Scientist, Programme Assistant, Field Innovations and Research, CLEAR, Uganda.

Charles Walube, Natural Resource Department, Uganda.

Chebet Maikut, Principle Climate Change Officer – Mitigation, Climate Change Unit, Ministry of Water and Environment, Uganda.

Debra Musuya, Information and Communication Officer, CLEAR-Uganda, Mbale, Uganda.

Geir Oddsson, former Programme Director at ICEIDA, Uganda.

Hajira Nalubanga, District Information Officer, Jinja District Local Government, Uganda.

Immaculate Nabifo, Community Development Department, Mbale District Local Government, Uganda.

James Bond Kunobere, District Environment Officer, Nakasongola District Local Government, Uganda.

John Baptist Lusaala, Director, Environmental Conservation Effort, Jinja, Uganda.

Jón Geir Pétursson, Director General, Department of Land and Natural Heritage, Ministry for the Environment and Natural Resources, Iceland.

Joseph Opus, Natural Resource Officer, Mbale District Local Government, Mbale, Uganda.

Kamilla H. Kolshus, First Secretary at Norwegian Embassy, Uganda.

Lawrence Aribo, Principle Climate Change Officer – Outreach, Climate Change Unit, Ministry of Water and Environment, Uganda.

Lilja Dóra Kolbeinsdóttir, Project Specialist, GEST Programme, Iceland (CDT)

Makwa W. Joseph, Head Teacher, Bududa Secondary School, Bududa, Uganda.

Maria Goreth Nandago Ssenyomo, Senior Programme Officer, Social Development at ICEIDA, Uganda.

Marrion Namono, District Education Officer, Bududal District Local Government, Uganda.

Massa Philip Kuloba, Natural Resource Department, Mbale District Local Government, Mbale, Uganda Mbale District Local Government, Mbale, Uganda.

Moses Maganda, District Environment Officer, Jinja District Local Government, Uganda.

Moses Opio, District Environment Officer, Oyam District Local Government, Uganda.

Nathan Mubiru, District Planner, Jinja District Local Government, Uganda.

Otike Pabious, District Environment Officer, Lira District Local Government, Uganda.

Paul Isabirye, Coordinator, Climate Change Unit, Ministry of Water and Environment, Uganda.

Samuel Waiswa, Teacher, Nakanyonyi Primary School, Jinja, Uganda.

Sanne Frost Helt, Councillor for Development, Royal Danish Embassy.

Stephen Kiwembo, District Production Officer, Jinja District Local Government, Uganda.

Pórunn Sveinbjarnardóttir, a consultant and former Minister for the Environment, Iceland.

Twikirisez, District Production Officer, Mbale District Local Government, Mbale, Uganda.

Focus group workshop sessions were held with the district teams that attended the pilot training held in Mbale, Lira and Masindi, and semi structured interviews were taken with a number of short course participants.

## ANNEX 2 – TERMS OF REFERENCE FOR THE EVALUATION

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For the Evaluation of the Pilot Project “Development of a Short Training Course on Gender and Climate Change in Uganda”

The project is implemented by the Climate Change Unit in the Ministry of Water and Environment in Uganda and funded by the Royal Norwegian Embassy and the Icelandic International Development Agency in Kampala. In addition the co-operating partners are the Ministry of Water and Environment – Climate Change Unit, Ministry of Gender, Labour and Social Development, Makerere University, School of Women and Gender Studies in Uganda and the Ministry for the Environment and Natural Resources and the Gender Equality Studies and Training (GEST) Programme at the University of Iceland.

The review will be carried out in 15 April – 31 May 2013.

### 1. Introduction

Uganda has been strengthening her focus on gender in relation to efforts to address the daunting challenges of climate change.

In April 2011, two GEST staff members visited Uganda with the objectives of forming partnerships with institutions and organisations working in the field of gender equality, and to recruit candidates for the GEST Programmes of 2011 and 2012. Several meetings were organised and key institutions and organisations in the field of gender, environment and climate change were visited. The Icelandic International Development Agency (ICEIDA) in Kampala facilitated meetings with the aim of exploring possible partnerships and cooperation in increasing the visibility of gender-responsive approaches to climate change. This included offering short training courses on gender and climate change in Uganda. Meetings were held with representatives from the Royal Danish Embassy and the Royal Norwegian Embassy in Kampala and gender and climate change were discussed at Environment and Natural Resources Development Partner Group meetings. The aim of the short course was to increase the capacities of those working in the field of gender and climate change in Uganda to include gender-responsive approaches.

The short training course is part of larger umbrella collaboration between the Uganda Government, her Ministry for Water and Environment and Ministry for Gender, Labour and Social Development, and three Nordic development partners, (Iceland, Norway and Denmark). Its aim is to advance gender mainstreaming when addressing the challenges of climate change.

The short training course was initiated, developed and implemented in partnership with the actors above, the Gender Equality Studies and Training Program (GEST) at the University of Iceland, and the School of Women and Gender studies at Makerere University in Kampala. GEST has a lead development partner role in the facilitation and coordination of the work.

The short course on gender and climate change has been widely presented, hence at specific Side Events at COP18 in Doha, Qatar in 2012 and at CSW57 in New York in 2013.

## 2. Background

Reference is made to the Concept Note August 2011 on “Gender and Climate Change: A Short Training Course” that is the foundation for the short course development. The Concept Note stipulates the development of a short training course on Gender and Climate Change for Uganda, and there with pilot-training for diverse group of stakeholders at district level in three different eco-regions in the country.

The course development was fully funded by the Icelandic International Development Agency (ICEIDA) and the Royal Norwegian Embassy in Kampala. ICEIDA funded the three pilot training courses and the Royal Norwegian Embassy funded all cost in related to the involvement of the GEST Programme a part from project coordination (funded by the GEST Programme) and payment to GEST’s environmental specialist that was shared with the Ministry of the Environment and Natural Recourses of Iceland.

In the course of the Project two agreements were made between the GEST Programme and the Royal Norwegian Embassy in Kampala dated on the October 31 2011 and the December 3 2012. The latter agreement stipulates this evaluation of the activities undertaken in the Project.

Starting: November 2011. Estimated duration: June 2013. Total estimated budget: 260.900 USD

## 3. Objectives

The overall objective of the short training course is to:

- build knowledge and understanding of the causes of climate change and its impacts on development and gender relations in Uganda.
- build local capacity in Uganda to design and implement gender-responsive climate change policies, strategies and programmes by using analytical and critical thinking skills.

### c. Expected Outputs

- Curriculum for a short training course on gender and climate change developed/adapted to Ugandan reality and tested by GEST and local partners.
- Training methodologies and tools tested and refined in Uganda.
- Local capacity in Uganda developed to design and implement gender-responsive climate change policies, strategies and programmes.

- Capacity built in Uganda to address the issue of gender and climate change among ministries, district local governments, parliamentarians, researchers, academics, civil society organisations and the media.

#### 4. Duties and Responsibilities: Objectives of the Evaluation

This external evaluation is being undertaken as per the Agreement between Project partners. The purpose of the evaluation is to ascertain the extent to which the objectives and the expected outputs of the project have been achieved. The findings and recommendations of the evaluation are to guide the involved parties in their decision-making regarding the future of the short course, in particular regarding the possibility of the short course being rolled out at national level in Uganda. The evaluation should also provide the partners of the Project with information that could assist in planning and implementing future activities, especially on how to extend work on gender and climate change within the respective local district governments.

##### a. Scope and Focus of the Evaluation

The evaluation will focus on providing information for decision-makers, Project partners, as well as being a learning exercise for the stakeholders. Looking at the short course as capacity building of district local governments in Uganda in relation to the following:

- International and Ugandan national policy relevance.
- Linkage to key Government Documents: NAPA, NDP and DDP (gender policy, climate change policy).
- Relevance at community level.
- Assess the effectiveness (impact) at LG level of the short course trainings (challenges, opportunities).
- Assess the cost efficiency of the course.
- Look into the monitoring and supervision mechanism from the CCU/MW&E and MGLSD.
- Provide a description of major constraints and risk factors for project implementation and sustainability;
- Suggest an implementation strategy and estimated cost.
- Suggest a possible institution/organization as an implementation agency for the short course in a future project. (This if the CCU will not be the implementation agency)

#### 5. Timetable and Deliverables

- Preparation for the evaluation will commence on 15 April (ca 5 working days).
- The evaluation team will conduct fieldwork (Kampala and 6 districts) in Uganda from 24 April – 3 May, 2013 (ca 10 working days).
- Interviews with key informants in Iceland will be taken by the team leader (ca 2 days)
- The evaluation team will submit a draft evaluation report for comments to the GEST Programme and the partners by 20 May (ca 10 days later).

- Comments by the GEST Programme and the Partners will be sent to the evaluators by 23 May (ca 3 days later)
- The evaluation team will submit a final report to the GEST Programme and the Partners by 31 May (ca 5 days later).
- The findings and recommendations should be presented to the Partners in Uganda and Iceland on the 31<sup>st</sup> May (1 day).

A final evaluation report should be submitted to the GEST Programme on the 31<sup>st</sup> of May 2013. Gest will then share the report with the Project Partners. The evaluation team will have access to relevant background material. The evaluation will be carried out through meetings with key informants at all levels. The dissemination of findings and recommendations will be held both in Uganda and in Iceland. The partner team in Uganda and Iceland will agree on the time and place for the dissemination.

#### 6. Key Informants

- Course Development Team (CDT): Lawrence, Annette, Beatrice and Maria in Kampala – Þórunn and Jón Geir in Reykjavik (can be interviewed via Skype or direct by the Icelandic evaluator as well as with questionnaires over e-mail).
- Climate Change Unit MW&E: Paul and/or Chebet and the Ministry's Permanent Secretary
- Directorate of Gender MGLSD: Commissioner / Director J. Mpagi
- Nordic donors: ICEIDA (Arni), Norway (Kamilla) and Denmark (Sanne)
- Makerere School of Women and Gender Studies (Dr. Consolada Kabonesa)
- Gender Equality Studies and Training (GEST) Programme (Annadís G. Rúdólfsdóttir and Lilja D. Kolbeinsdóttir)
- The selected district teams that attended the pilot training of the short course in Mbale, Lira and Masindi (two districts from each of the three regional pilot-trainings).

#### 7. List of Documents

- Draft – National Policy on Climate Change in Uganda: Ministry of Water and the Environment, Government of Uganda.
- Concept Note and Budget: Gender and Climate Change: Short Training Course, August 2011 (GEST Programme)
- Concept Brief: Promotion of Gender Responsive Climate Change, Mitigation and Adaptation in Uganda, November 2011 (Nordic partners in Kampala)
- Progress Report on Phase I: Preparations, December 2011 (GEST Programme)
- Training Reports on Pilot Training and Course Development: Mbale, Lira and Masindi, (CDT)
- Evaluation sheets from participants in the three pilot training: Mbale, Lira and Masindi
- Training Manual – Short Course on Gender and Climate Change in Uganda , 2013
- Course Material – Slides for each Module
- Accompanying material and supplementary sources to the Training Manual.

## 8. Proposed field visits

The evaluation team will have to spend 2-3 days on interviewing key informants (stakeholders) in Kampala and 4-5 days up-country visiting at least six sample districts.

- Day 1: Central II region - Jinja District (morning session with Jinja district staff that attended the course in Masindi – travel in the afternoon to Mbale)
- Day 2: Mid East region – Mbale and Bududa Districts (morning session in Mbale and afternoon with Bududa – meeting with the team from these two districts that attended the training in Mbale)
- Day 3: Mid Northern region – Lira and Oyam (traveling in the morning from Mbale to Lira – meeting with the two district teams that attended the training in Lira) – the team should go to the two districts independently
- Day 4: Central II region - Nakasongola – (travel from Lira early morning and meeting with the district at 11 – travel back to Kampala in the afternoon).
- Day 5: Recap in Kampala on the visits to the Districts – briefing with CCU/CDT

## 9. Logistical facilitation

The Climate Change Unit (CCU) in the Ministry of Water and the Environment is responsible for the logistics for the evaluation team both in Kampala and during the field visit that is: transport (vehicle), making appointments to with key informants in Kampala and districts and booking of accommodation in the districts. The CCU contact person is Mr. Lawrence Aribo.

## 8. Contact Person

Lilja Dora Koleinsdottir, Project Specialist at the GEST Programme, Email: ldk1@hi.is Tel: +354 5254172

## 9. Qualifications and Skills of the Evaluation Team

### a) External Evaluation Specialist – team leader

- An advanced university degree in field of development studies, political sciences, public administration or education. Studies or training in the field of monitoring and evaluation.
- At least 5 years professional experience in the field of policy making, development and/or education and training.
- At least 5 years proven experience in the field of monitoring and evaluation related to capacity building, training and project development.
- Strong analytical skills.
- Relevant experience from Africa

### b) Ugandan Gender and or Climate Change Specialist

- An advanced university degree in field of gender studies, development studies, political sciences or education with focus on gender. Studies or training in the field of monitoring and evaluation.
- At least 5 years professional experience in the field of policy making, development and/or education and training on gender. OR: At least 5 years professional experience in the field of climate policy making, development and/or education and training in the field of climate change adaptation and mitigation.
- At least 5 years proven experience in the field of monitoring and evaluation related to capacity building, training and project development and gender auditing.
- Strong analytical skills.

## ANNEX 3 – DATA COLLECTION INSTRUMENTS

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### *Evaluation Framework*

Evaluation frameworks are designed at the beginning of evaluations, in order to lay out key evaluation questions, elaboration of key questions, as well as data collection methods, proposed analysis and the standards that evaluators apply to each question (if applicable). The five core factors evaluated are based on the OECD DAC standards for evaluation methodologies. It should be noted that evaluators may not be able to fully follow the evaluation framework, due to constraints, such as funding, time and limited access to data.

It should be noted that the TOR for the evaluation lists some key questions proposed by the commissioner, which fall under different sections of the evaluation scheme. These key items are the following:

- a) Linkage to key Government Documents: NAPA, NDP and DDP (gender policy, climate change policy).
- b) Relevance at community level.
  
- a) Assess the effectiveness (impact) at LG level of the short course trainings (challenges, opportunities).
- b) Assess the cost efficiency of the course.
- c) Look into the monitoring and supervision mechanism from the CCU/MW&E and MGLSD.
- d) Provide a description of major constraints and risk factors for project implementation and sustainability;
- e) Suggest an implementation strategy and estimated cost.
- f) Suggest a possible institution/organization as an implementation agency for the short course in a future project.

The applicable questions are identified in the evaluation scheme below with its numerical value from above and an asterisk.

EXTERNAL EVALUATION  
DEVELOPMENT OF A SHORT COURSE ON GENDER AND CLIMATE CHANGE

Key questions	Elaboration of question	Data collection methods & sources	Proposed analysis	Standards
Relevance				
To what extent is the project approach relevant for the context of Uganda?	<u>Intervention relevance at the national level:</u> Are gender and climate issues (sufficiently) relevant within the Ugandan context to justify the intervention?	Review of donor documentation, justification for intervention and Ugandan studies of gender and climate change:  Country policies, NAPA, NDP, DDP (*a) and Makerere University study	Document analysis  Field observations, newspaper articles covering cc related incidents  Summary of factors describing relevance for the Ugandan context	G&CC issues are included in and have value in public policy schemes
Is the project approach relevant for project partners?	<u>Relevance at the community level:</u> (*b) Is the project relevant for Ugandan communities?	Community level studies  Focus group surveys and discussion session  Participant interviews  Observations	Review of community level studies  Data from focus group sessions and survey analyzed  Descriptive summary of relevance for communities in Uganda	Short course is relevant for the community level and gender and climate change issues present risk or burden for population
	<u>Partnership relevance:</u> How did the partner approach work, with: a) bilateral donors, b) central government (CCU), b) district governments, c) educational institutions (Makerere Univ. School of Women and Gender Studies), d) multilateral organizations, other bilateral donors, and civil society? What was the basis of any influencing agenda?	Review of donor country strategy statements Identification of meeting forums and key events in partner's dealings.  Stakeholder self-assessment to investigate the level of trust, shared objectives, mutual accountability, joint activities and responsibilities within the project.  Policies, NAPA, NDP, DDP (*a), and Makerere University study	Document analysis Self-assessment analysis  Descriptive summary of donor relationship and donor relevance	Donor's coordination in project fulfills expectations and is transparent.  Project is in line with donor and partner policies
Key questions	Elaboration of question	Data collection methods & sources	Proposed analysis	Standards
Efficiency				
Have inputs translated into project results?	<u>Project inputs:</u> What are the project inputs: funds; was there any additional	Budget and actual expenses from all donors, GoU	Cost analysis, ABC, operating expense analysis	Cost comparison is favorable  Ratio of overhead

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(*d)	support not accounted for in budgets or expenses?	Interview with key informants from donors, GoU	Partner interviews  Operating costs of courses similar in size administered by other donors, for cost comparison  Cost breakdown and real cost inclusion	cost vs. operating costs reasonable  No sign of waste or fund abuse (NB; this is not a financial audit)
	Results: Has curriculum been developed?  Have the planned number of courses been conducted?  Have the planned number of persons received training?  Is course design, material and presentation suitable to the context?	Verification of courses held and number of students course  Evaluation documents  ICEIDA survey  Participant survey  G&CC policy, strategy and programme review	Document review Interviews  Simple statistical analysis of ordinal ranking of responses to survey questions.  Summary of efficiency evaluation	Course plans have not deviated by -/+10%  Curriculum is finalized Questionnaires' results portray that participants are content with course design, material and presentation
<b>Key questions</b>	<b>Elaboration of question</b>	<b>Data collection methods &amp; sources</b>	<b>Proposed analysis</b>	<b>Standards</b>
Effectiveness				
Have the objects of the project been obtained? (*c)	Knowledge and understanding:  To what extent has knowledge and understanding of the causes of climate change and its impacts on development and gender relations in Uganda been built?	How to measure knowledge?  Focus group survey: self-assessment of knowledge; ability to pass knowledge on  Interviews with participants	Analysis of open ended questions in focus group survey  Note: contribution vs. attribution  Seek for examples in workshops with participants	Knowledge and understanding has been maintained since the participants attended the course
	Local capacity:  To what extent has local capacity been built to design and implement G&CC policies, strategies and programmes?	Focus group survey: self-assessment of knowledge, plans and policies, application of knowledge in one's work, ability to pass knowledge on (to the local level)  District gov't plans	Analysis of focus group surveys and group discussions.  Plan analysis  Examination of whether changes have been made to policies, strategies and programmes (document reviews/workshop/survey)	Local capacity has increased  Questionnaires' results portray participant's trust in own capacity; and measurable increase in knowledge and understanding
	M&E and supervision mechanisms (*e):  Are there any M&E mechanisms in place	Investigate if there are any M&E and supervision mechanisms in place.	Reviews of existing mechanisms  Investigation of appropriate mechanisms	Appropriate M&E supervision mechanisms are in place

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	<p>at CCU/MW&amp;E and MGLSD?</p> <p>What supervision mechanisms are in place CCU/MW&amp;E and MGLSD?</p> <p>Is the institutional arrangement appropriate?</p>	<p>Key informant interviews</p> <p>Assess institutional capacity at CCU and MW&amp;E: stakeholder interviews, observations</p>	<p>Overview and evaluation of existing mechanisms and institutional arrangement; recommendations for new ones.</p>	<p>Current institutional arrangement is appropriate</p>
<b>Key questions</b>	<b>Elaboration of question</b>	<b>Data collection methods &amp; sources</b>	<b>Proposed analysis</b>	<b>Standards</b>
Impact				
<p>Has the project had some positive and/or negative, planned and/or unforeseen impacts, direct and/or indirect?</p>	<p>Has LG staff been able to educate others?</p> <p>Have any G&amp;CC related initiatives in the districts been supported by trainees?</p> <p>What real difference has the project made to the beneficiaries?</p> <p>How many people have been affected?</p>	<p>Focus group survey and workshop discussions</p> <p>Interviews with key informants</p>	<p>Comparative analysis of results from the first courses held, and the last ones.</p> <p>Analysis of focus group surveys and workshop discussions.</p> <p>Summary of impact</p>	<p>Long term shift in knowledge and practice</p>
	<p>Other intended and unintended results:</p> <p>Have there been any new projects funded as a result of the project?</p> <p>Have participants been able to apply for G&amp;CC related funding/are there any applications underway?</p> <p>Have participants been able to support G&amp;CC projects in any manner?</p> <p>Other results?</p> <p>Capacity building at the coordinating level?</p>	<p>Focus group survey and workshop discussions</p> <p>Interview with key informants</p> <p>Observations</p> <p>Document analysis</p>	<p>Analysis of survey analysis</p> <p>Summary of intended and unintended results</p>	<p>Long term positive unintended results</p>

Key questions	Elaboration of question	Data collection methods & sources	Proposed analysis	Standards
Sustainability				
Is it probable that the benefits of the project continue after the project ends?	<p>Has knowledge, understanding and capacity been maintained at same levels from the first course, to the last one?</p> <p>Are knowledge, understanding and capacity fundamental in nature, and thus likely to be maintained in the long run?</p> <p>Have course attendees influenced others and their environment in a positive manner, and is such behavior likely to be sustained?</p> <p>Is the course material relevant for the long term (+10 yrs), or only in the short term (<math>\leq 3</math> yrs) ?</p>	<p>Focus group survey and workshop (self-assessment of knowledge)</p> <p>ICEIDA surveys</p> <p>Stakeholder interviews</p> <p>Document and material review: course curriculum, course material and training approach</p>	<p>Comparative analysis from the focus group survey and discussions (self-assessment of knowledge): time-series, and ICEIDA surveys</p> <p>Course curriculum and material review and assessment</p> <p>Summary of assessment of sustainability</p> <p>Description of major constraints and risk factors for project implementation and sustainability (*f)</p>	<p>Surveys, interviews, workshops indicate that knowledge, understanding and capacity is maintained in the long run.</p> <p>Course curriculum, material and training approach supports long-term learning.</p> <p>Course curriculum and material is fully applicable for the long term (+10 yrs).</p> <p>No negative side-effects are observable</p>

Table A4.1 Evaluation scheme

### *Partner interview guide*

An interview guide was used when conducting in-depth interviews with key informants who were involved with the project in some capacity (see annex 2). The interview guide was based on the following factors, which were discussed during the interviews:

1. Respondent's general view of the project
2. Design of the project
3. Project implementation
4. Networks and partnership
5. Outcomes and impact of the project
6. Assessment of the project
7. Learning and innovation
8. Future endeavors

*Focus group questionnaire (condensed form)*

Short Training Course on Gender and Climate Change	
<b>External evaluation</b>	
District:	Date:
Organization/department:	Gender:
Participant occupation/position:	

This questionnaire is a part of our effort to evaluate the short training course on gender and climate change, which you have previously taken part in. Your answers will be kept confidential, and conclusions not associated with individual names. Please assess the following statements and fill in the boxes that best reflect your view, and also answer the questions below in writing.

Note that you will also get an opportunity to discuss your views in a discussion session after you have completed the questionnaire. Your input is important and valuable to us, and we thank you for your participation.

<b>Course content and organization:</b>					
	Strongly agree	Agree	Neutral	Disagree	Strongly agree
The course overall met my expectations					
Course content was useful					
The course was well organized					
<b>Knowledge and understanding:</b>					
	Strongly agree	Agree	Neutral	Disagree	Strongly agree
I have good understanding of gender and climate change					
I am capable to deal with issues related to gender and climate change					

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I am able to educate others in gender and climate change related matters					
<b>Progress since the course was held:</b>					
	Strongly agree	Agree	Neutral	Disagree	Strongly agree
Since the course, I have been able to apply the learning I acquired					
Since the course, I have been able to use the tools/methods from the course					
Since the course, I have been able to educate others					
Since the course, I am better able to deal with issues relating to gender and climate change					

	Yes	No
Did you receive any gender-related training before attending the course?		
Did you receive any climate change-related training before attending the course?		
Have you established any linkages/networks/contacts after the course (e.g. with other participants or trainers) with regards to matters relating to gender and climate change?		

If yes, please describe these linkages/networks/contacts:

	Yes	No
Have you been able to apply the knowledge from the course in your work <u>or</u> daily life?		

If yes, please provide an example:

	Yes	No
Did you make any commitments/plan at the end of the course?		

If yes, describe them and their status (e.g. if you have fulfilled these commitments or not):

	Yes	No
Are there any gender and climate change related initiatives currently ongoing in the district?		

If yes, please provide an example:

	Yes	No
Has the course resulted in any changes in initiatives at the local level in the districts?		

If yes, please describe:

If no, elaborate why not:

	Yes	No
Have you used your knowledge about funding mechanisms since the course?		

If yes, please describe:

If no, elaborate why not:

	Yes	No
Have any policy/planning changes been done/are underway in the District Development Plan, as a result of the course?		

If yes, please describe:

If no, elaborate why not:

What further initiatives do you recommend to enhance the efficiency and/or impact of the course?

Please share with us if you have any other suggestions regarding the short course:

Thank you for your participation!
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### *Focus group workshop sessions*

Focus group workshop sessions were designed to consist of three parts:

1. Welcome remarks, introductions, overview of purpose of the meeting (5 – 10 mins)
2. Brief questionnaire on the short course (20 – 25 mins)
3. Discussion:
  - Reflections on feedback from the questionnaire – a) status of follow-up on plans; b) extent of linkages, networking (formal and informal) since the training (15 – 20 mins)
  - Analysis of strengths and weaknesses (10 – 15 mins)
  - Suggestions for future initiatives (15 – 20 mins)

## ANNEX 4 – KEY DEFINITIONS

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**Activity:** A specific action or process undertaken over a specific period of time by an organization to convert resources to products or services to achieve results. Related terms: Program and Project.

**Assumptions:** Hypotheses about factors or risks, such as underlying beliefs about the program, the stakeholders or beneficiaries, which could affect the progress or success of a project

**Baseline:** Information collected before or at the start of a project or program that provides a basis for planning and/or assessing subsequent progress and impact. Ideally, the baseline should be measured just before the implementation of activities that contribute to achieving the result.

**Benchmark:** A standard against which results are measured. Related terms: Milestone, Target.

**Beneficiaries:** The individuals, groups, or organizations that benefit from an activity, or project.

**Data:** Information collected by a researcher or program implementer. Data gathered during an evaluation are analyzed to yield findings that serve as the basis for conclusions and recommendations.

**Data Collection Methods:** Techniques used to identify information sources, collect information, and minimize bias during an evaluation. Examples include surveys, focus groups, and interviews.

**Evaluation:** A systematic and objective assessment of an on-going or completed project. Evaluations are undertaken to (a) improve the performance of existing programs, (b) assess their effects and impacts, and (c) inform decisions about future programming. Evaluations are formal analytical endeavors involving systematic collection and analysis of qualitative and quantitative information.

**Evaluation Design:** The methodology selected for collecting and analyzing data in order to reach defensible conclusions about a program or project efficiency and effectiveness.

**External Evaluation:** The evaluation of a project or program conducted by entities and/or individuals not directly related to the implementing organization. Related term: Independent Evaluation.

**External Factors:** Factors which are not explicitly in the control of the program but which can have an important effect on the intended outcomes and impact, such as government policies or changes in the political situation in the country (e.g., a law restricting NGO activities)

**Goal:** The higher-order objective to which a project or program is intended to contribute. A goal should be lofty in nature and not re-source dependent.

**Impact:** A result or effect that is caused by or attributable to a project or program. It can also be a significant and measurable change affecting project beneficiaries. Impact is often used to refer to higher level effects of a program that occur in the medium or long term, and can be intended or unintended and positive or negative. For example, if an education program trains teachers, the number of teachers trained and skills acquired by

teachers are the outputs, the improvement in teacher's quality of teaching is the outcome, and the improvement in the education of those teachers' students is the impact. Related terms: Result, Outcome.

Independent Evaluation: An evaluation carried out by entities and persons not directly involved in the design or implementation of a project or program. It is characterized by full access to information and by full autonomy in carrying out investigations and reporting findings. Related term: External Evaluation.

Indicator (or Performance Indicator): A particular characteristic or dimension used to measure intended changes. Indicators are used to observe progress and measure actual results compared with expected results. Indicators answer "how" or "whether" a project is progressing toward objectives. Indicators can be expressed quantitatively and should be objective and measurable (e.g., numeric value, percentages, indices). Indicators which are qualitative are less common, though acceptable if they provide a reliable means to measure a particular phenomenon or attribute. Examples of indicators include: number of gender-based violence survivors provided social support services and percent change in knowledge about investigative journalism from workshop participants.

Input: Resources used to produce an output or results, such as technical assistance, commodities, capital, and training. Resources provided for program implementation. Examples are money, staff, time, facilities, equipment, etc.

Internal Evaluation: Evaluation conducted by those who are implementing and/or managing the intervention or program. Related term: Self-Evaluation.

Logic Model: A logic model, often a visual representation, provides a road map showing the sequence of related events connecting the need for a planned program with the programs' desired outcomes and results. It should identify strategic project elements (e.g., inputs, outputs, outcomes, impact) and their relationships, indicators, and the assumptions or risks that may influence success and failure.

Mid-term Evaluation: Evaluation performed towards the midpoint of the program or project implementation.

Milestone: Specific interim events, products, or steps in a process that convey progress toward completion of a deliverable or result. Milestones tend to be output-oriented. Examples include: 5 trainings held, working group established, and law drafted by the working group. Related terms: Benchmark, Target.

Monitoring: The performance and analysis of routine measurements to detect a change in status. Monitoring is used to inform managers about the progress of an ongoing intervention or program, and to detect problems that may be able to be addressed through corrective actions.

Objective: A statement of the condition or state one expects to achieve. An objective should be concrete, time-bound, and measurable and viewed as targets within the general goal. Related term: Strategic objective.

Outcome: Specific changes in events, occurrences, or conditions, such as attitudes, behaviors, knowledge, skills, status, or level of functioning, that are caused by or attributable to outputs or program activities. These often are expressed at an individual level among program participants. For example, an education program might train teachers; the number of teacher trained and the number of skills acquired by the trained teachers are outputs. Training teachers would presumably lead to improved instruction, which is an outcome. Outcome is often used to refer to more immediate and intended effects. Related term: Result.

**Output:** A tangible, immediate, and intended product or consequence of an activity within an organization's manageable interest. Program deliverables are generally considered outputs. Examples include: number of journalist trained, number of media articles written, and number of manuals distributed.

**Program:** A set of activities implemented by a defined set of implementers and designed to achieve specific objectives over a specified period of time that may cut across sectors, themes and/or geographic areas. Related terms: Activity, Project.

**Program Evaluation:** Evaluation of a set of activities designed to attain specific global, regional, country, or sector development objectives. A program is a time-bound intervention involving multiple activities that may cut across sectors, themes and/or geographic areas.

**Project:** An individually planned undertaking designed to achieve specific objectives within a given budget and time frame. Related terms: Activity, Program.

**Result:** A significant, intended (or unintended), and measureable change in the condition of a beneficiary or a change in the host country, institutions, or other entities that affect the customer/beneficiary directly or indirectly. Related term: Outcome.

**Results-based management (RBM):** a life-cycle approach to management that integrates strategy, people, resources, processes, and measurements to improve decision making, transparency, and accountability. The approach focuses on achieving outcomes, implementing performance measurement, learning, and adapting, as well as reporting performance.

**Scope of Work:** A written description of the objectives, tasks, methods, deliverables and schedules for an evaluation.

**Self-Evaluation:** An evaluation by those who are entrusted with the design and implementation of a project or program. Related term: Internal Evaluation.

**Strategic Objective:** The most ambitious result that the program can affect and for which it is willing to be held accountable within the planned time period. Related term: Objective.

**Target:** An expected value or level of an indicator at a specified point in time in the future. The target shows the expected level of achievement or progress in achieving the associated result and forms the standard against which actual results are compared and assessed. A target is defined for each indicator as part of the M&E plan. Related terms: Benchmark, Milestone.

## ANNEX 5 – CONCEPT NOTE

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### 1. Background

Gender and Climate Change: A Short Training Course

Concept Note August 2011

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This Concept Note puts forward a proposal for a short training course as a part of a number of interventions on gender and climate change issues in Uganda supported by the Icelandic International Development Agency (ICEIDA), the Royal Danish Embassy and the Royal Norwegian Embassy in Kampala, for a diverse group of stakeholders, including representatives from Ministries, district local governments, parliamentarians, researchers, academics, civil society organisations, international developmental agencies and the media in Uganda.

An analysis by the Intergovernmental Panel on Climate Change indicates that the worst impacts of climate change will be on the poorest regions and the poorest people, who have the fewest resources for meeting the changes brought by increasing droughts, floods or storms. The poor (of which 70% are women) will be disproportionately affected. This means that poor women will have to struggle with the impacts of climate change. However, these women can also be powerful agents of change as women play an important role in supporting households and communities in mitigating the effects of, and adapting to climate change. Across the developing world, women's leadership in natural resource management is well recognized. For centuries, they have, for example, passed on their skills in water management, forest management and the management of biodiversity. Through these experiences, women have acquired valuable knowledge that will allow them to contribute positively to the identification of appropriate adaptation and mitigation measures, if only they are given the opportunity. Empowerment of women in planning and decision-making as well as in implementing measures to adapt to climate change will play an important role in making common efforts more effective, especially at the local level. Addressing climate change issues will require full commitment and action by both women and men, but that requires knowledge of the differences between their respective roles and contributions.

In April 2011, two GEST staff members visited Uganda and Mozambique with the objectives of forming partnerships with institutions and organisations working in the field of gender equality, and to recruit candidates for the GEST Programmes of 2011 and 2012. Several meetings were organised and key institutions and organisations in the field of gender, environment and climate change were visited. The Icelandic International Development Agency (ICEIDA) in Uganda facilitated meetings with the aim of exploring possible partnerships and cooperation in increasing the visibility of gender-responsive approaches in climate change. This included offering short training courses on gender and climate change in Uganda. Meetings were held with representatives from the Royal Danish Embassy and the Royal Norwegian Embassy in Kampala and gender and climate change were discussed at Environment and Natural Resources Development Partner Group meetings. The aim of the short course would be to increase the capacities of those working in the field of gender and climate change in Uganda.

## 2. Objectives

The overall objective of the short training course is to:

- build knowledge and understanding of the causes of climate change and its impacts on development and gender relations in Uganda.
- build local capacity in Uganda to design and implement gender-responsive climate change policies, strategies and programmes by using analytical and critical thinking skills.

The detailed objectives of the training will be defined after a needs assessment in the first phase of course development.

## 3. Expected Outputs

- 1) Curriculum for a short training course on gender and climate change developed/adapted to Ugandan reality and tested by GEST and local partners.
- 2) Training methodologies and tools tested and refined in Uganda.
- 3) Local capacity in Uganda developed to design and implement gender-responsive climate change policies, strategies and programmes.
- 4) Capacity built in Uganda to address the issue of gender and climate change among ministries, district local governments, parliamentarians, researchers, academics, civil society organisations and the media.

## 4. Local Partnership

To ensure local capacity development in Uganda, the course will be developed by a Course Development Team (CDT). The CDT will be a team of two specialists from GEST, one from each lead ministry (the Ministry of Gender Labour and Social Development and the Ministry of Water and Environment/Climate Change Unit), one from Makerere University, School of Women and Gender

Studies, and one from the donors. The team will set detailed course objectives and outputs and work on the development of the course and the course materials. After the first three pilot training sessions the local team will be able to hold the course as needed, with little or no support from the GEST specialists.

## 5. Strategies

The project will be implemented in three phases.

### Phase I – Preparations:

Specialists in the field of training, gender and/or climate change will be assigned, by GEST, with the task of developing a curriculum and training materials for the course. The development of the course will include a desk review of existing material, and a two-week field visit to Uganda. The aim of the field visit will be to meet with the local partners that form the CDT, define the target group for the training, assess the training needs to define the objectives of the training and collect relevant materials from Uganda. After the return to Iceland the specialists will draw up the course outline. Estimated time for this phase is four weeks (November 2011). GEST will adapt and expand on existing course material developed by international agencies and other partners. For example, GEST has been given permission to make use of the Global Gender Climate Alliance's (GGCA) Training Manual on Gender and Climate Change from 2009. In addition, UNDP and UNEP have offered updated material adapted for East Africa (June 2011) with a wide range of gender and climate resources, including case studies, which can be drawn on to support the curriculum and the training materials.

### Phase II – Course Development:

The Course Development Team will work for two weeks on the development of the course structure and content at the University of Iceland, hosted by GEST. The two GEST specialists will finalise the material prior to the pilot training. The estimated time for this phase is four weeks (February 2012).

### Phase III – Conducting a Short Training Course on Gender and Climate Change:

Three residential training sessions will be held in March and August, 2012 and February 2013, in Uganda. The CDT will act as trainers along with selected local specialists. Each training session will be evaluated and adjustments to the course made accordingly. The final product will be a report on the training and a final version of the short-course content after adjustments and recommendations from the pilot trainings. Estimated working time for this phase is ten weeks.

## 6. Inputs

The proposed short-course will be implemented by GEST in partnership with ICEIDA, the Royal Danish Embassy and the Royal Norwegian Embassy in Kampala, which will provide the required resources; this is detailed in the tentative budget in section 7.1.

### 6.1 Financial Inputs

The total budget is estimated at 172,900 USD, of which the donors will provide 151,400 USD, or 87.5 %, and GEST 21,500, or 12.5%.

## 6.2. Materials and Equipment

GEST will provide coordination for the project and working facilities for the course developers, as well as for the CDT in Iceland. The donors will contribute towards the operational costs such as travel costs and needs assessment and training costs in Iceland and Uganda. In addition, ICEIDA will provide logistical support to the project during the fact finding and training mission in Uganda.

## 7. Budget and Finances

The tentative budget for the project is presented in section 7.1. Each of the project partners will be responsible for accounting and management of their respective financial contributions in collaboration with the implementation team of the project.